



Daven Primary School

Covid19 Risk Assessment



THIS IS A WORKING DOCUMENT

Aspect	Measures to Implement	DfE Guidance	Notes	Risk	
Staffing including communication	<ul style="list-style-type: none"> Red amber green RA to be carried out weekly for staff to ensure their mental and physical health is taken into account (SLT members SW, SS to be responsible). Individual support packages and interventions for staff are available through SAS – make all staff aware. Any physical or mentally vulnerable staff to have RA produced and reviewed weekly. Staffing rota to ensure only vital staff are present in school. Home working where possible for identified staff. Admin teams: One person in the office at one time. Normal working in office. Limit contact with other adults. 	<ul style="list-style-type: none"> talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful 	<p>Two teams established</p> <p>All staff to be added to WhatsApp group</p> <p>Lead person to be established in each team to carry out the RA on staff</p>	H	
Staffing Rotas	<ul style="list-style-type: none"> Staff assigned to different cohorts of pupils to remain the same for the duration of the term or teaching timetable. Staff with no assigned cohort/bubble to limit contact with children and staff and to ensure social distancing is applied whenever possible. When not possible (taking temperatures) PPE to be worn. Entire staff to be split as below. At least one for each year group now entering school <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td> <p>Primary</p> <p>Reception: Karen Calvert/ Helen Decker Reception class</p> <p>Year 1: Grace Henshall/ Irya Cowling Year 1 class</p> <p>Year 2: Kirsten Edwards/ Claire Northwood Year 2 class</p> <p>Year 3: Barbara Gliommervveen/ Helen Anderson Year 4 class</p> <p>Year 4: Stuart Seddon/ Mrs Hamand Year 5 class</p> <p>Year 5 Charlotte Parkinson Year 6 class</p> <p>Year 6: Amy Spencer/ Sandra Howell</p> <p>Daily Cleaning: S. Bolton/ J. Shipman 7:10 am – 8:40 am/ 4pm – 6pm</p> <p>Mon, Tues M. Latham 9am – 3pm</p> <p>Wed, Thurs, Fri A.M. Sumner 9am-3pm</p> </td> </tr> </table>	<p>Primary</p> <p>Reception: Karen Calvert/ Helen Decker Reception class</p> <p>Year 1: Grace Henshall/ Irya Cowling Year 1 class</p> <p>Year 2: Kirsten Edwards/ Claire Northwood Year 2 class</p> <p>Year 3: Barbara Gliommervveen/ Helen Anderson Year 4 class</p> <p>Year 4: Stuart Seddon/ Mrs Hamand Year 5 class</p> <p>Year 5 Charlotte Parkinson Year 6 class</p> <p>Year 6: Amy Spencer/ Sandra Howell</p> <p>Daily Cleaning: S. Bolton/ J. Shipman 7:10 am – 8:40 am/ 4pm – 6pm</p> <p>Mon, Tues M. Latham 9am – 3pm</p> <p>Wed, Thurs, Fri A.M. Sumner 9am-3pm</p>	<p>Keep cohorts together where possible and:</p> <ul style="list-style-type: none"> ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days 	<p>As of 01/06/20:</p> <p>1 key worker bubble</p> <p>1 reception bubble</p> <p>1 year 1 bubble</p> <p>2 year 6 bubbles (6a and 6b)</p> <p>All mid days to come in each day for their allocated hours</p> <p>Cleaning staff to use BSC time to do additional cleaning as this club is not running</p>	M
<p>Primary</p> <p>Reception: Karen Calvert/ Helen Decker Reception class</p> <p>Year 1: Grace Henshall/ Irya Cowling Year 1 class</p> <p>Year 2: Kirsten Edwards/ Claire Northwood Year 2 class</p> <p>Year 3: Barbara Gliommervveen/ Helen Anderson Year 4 class</p> <p>Year 4: Stuart Seddon/ Mrs Hamand Year 5 class</p> <p>Year 5 Charlotte Parkinson Year 6 class</p> <p>Year 6: Amy Spencer/ Sandra Howell</p> <p>Daily Cleaning: S. Bolton/ J. Shipman 7:10 am – 8:40 am/ 4pm – 6pm</p> <p>Mon, Tues M. Latham 9am – 3pm</p> <p>Wed, Thurs, Fri A.M. Sumner 9am-3pm</p>					

<p>Pupils</p>	<ul style="list-style-type: none"> ▪ Reception children to return on 15th June, Year 1 children to return on 22nd June and Year 6 pupils to return on 29th June 2020. ▪ Year 2, 3, 4 and 5 children requesting a place to return on Monday 6th July ▪ Siblings are not included in different year groups unless those siblings are in a priority group. ▪ Vulnerable pupils should attend school where possible. For all purposes vulnerable pupils are defined as those who: <ol style="list-style-type: none"> a. are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child b. have an education, health and care (EHCP) plan whose needs cannot be met safely in the home environment c. have been assessed as otherwise vulnerable by educational providers or local authorities (including children’s social care services), and who are therefore in need of continued education provision - this might include children on the edge of receiving support from children’s social care services, adopted children, or those who are young carers, and others at the provider and local authority discretion 	<p>As part of the response to coronavirus (COVID-19), educational settings have been asked to continue to provide care for a limited number of children and young people:</p> <ul style="list-style-type: none"> • those who are vulnerable • those whose parents/carers are critical to the coronavirus (COVID-19) response. <p>The government encourages vulnerable children and young people to attend educational settings unless they have underlying health conditions that put them at severe risk.</p> <p>During the coronavirus (COVID-19) outbreak, for the purposes of continued attendance at educational settings, vulnerable children and young people are defined as those who:</p> <ul style="list-style-type: none"> • are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child • have an education, health and care (EHC) plan whose needs cannot be met safely in the home environment • have been assessed as otherwise vulnerable by educational providers or local authorities (including children’s social care services), and who are therefore in need of continued education provision - this might include children on the edge of receiving support from children’s social care services, adopted children, or 	<p>All vulnerable children and children with EHCP have had telephone calls home to assess whether place is needed. These families are being telephoned 3 times a week by the class teacher and there are opportunities to discuss the need for a place during the weekly calls. These places have been agreed with parents on an individual basis</p>	<p>H</p>

		<p>those who are young carers, and others at the provider and local authority discretion</p> <p>Children and young people who are considered extremely clinically vulnerable and shielding should continue to shield and should not be expected to attend. Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. A minority of children will fall into this category, and parents should follow medical advice if their child is in this category.</p> <p>Children and young people who live in a household with someone who is extremely clinically vulnerable and shielding should only attend if stringent social distancing can be adhered to and the child or young person is able to understand and follow those instructions. Children and young people who live with someone who is clinically vulnerable (but not extremely clinically vulnerable) as defined in the social distancing guidance and including those who are pregnant, can attend.</p>		
Behaviour Policy	<ul style="list-style-type: none"> ▪ Parents will share the Covid home school agreement with the children before they start school. ▪ Parents will sign Covid home school agreement to demonstrate agreement with the content. ▪ A signed paper copy of the home school agreement must be sent to the office and kept in the child's file. ▪ Children who do not follow strict rules will be given two warnings. If they continue to not follow the strict rules on social distancing and or hygiene routines, then the leadership 	<p>In light of the need for children to behave differently when they return to school, and any new systems you have put in place to support that, you'll need to make changes to your behaviour policy. Behaviour policy changes will also need to be communicated to pupils, parents and staff.</p> <p>Areas schools may wish to add to their behaviour policy are:</p>	<p>Posters for children creating Home school agreement communicating to parents Signage around school Resources purchased (bins, tissues, hand</p>	M

	<p>team will ring parents and the parent will be expected to come to school to support staff in keeping children safe.</p> <ul style="list-style-type: none"> ▪ School to send reminder to parents to update telephone numbers and email address. ▪ Children are not to be inside the building alone during lunch time or dinner unless they have requested the toilet. ▪ See appendix to the behaviour policy ▪ See Covid home school agreement 	<ul style="list-style-type: none"> • following any altered routines for arrival or departure • following school instructions on hygiene, such as handwashing and sanitising • following instructions on who pupils can socialise with at school • moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing) • expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands • tell an adult if you are experiencing symptoms of coronavirus • rules about sharing any equipment or other items including drinking bottles • amended expectations about breaks or play times, including where children may or may not play • use of toilets • clear rules about coughing or spitting at or towards any other person • clear rules for pupils at home about conduct in relation to remote education • rewards and sanction system where appropriate <p>Complete RA for individual vulnerable children including children with EHCP and Identify any reasonable adjustments that</p>	<p>sanitisers, soaps, paper towels) and a stock list created so that sufficient can be purchased in time for need</p> <p>Resources buying for children to have their own</p> <p>Rotas drawn up for break times/ dropping off and picking up, collecting lunch</p> <p>Toilet cleaning rotas drawn up</p>	
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		need to be made for students with more challenging behaviour.		
PPE	<ul style="list-style-type: none"> ▪ Bags of PPE equipment for use with children needing first aid will be created. Bags to contain Hand sanitiser, face mask, gloves, apron and eye protectors. ▪ PPE bags will be stored in each bubble space and in the main office. ▪ Face shields to be stored next to first aid PPE bags. ▪ Teachers to wear a facial covering when in close contact with pupils. ▪ Staff will have access to disposable face coverings and a personal face shield. ▪ Staff should not wear gloves unless directed to do so in medical emergencies. ▪ Any gloves used will be disposed of immediately after use and the bin bag will be sealed and disposed of in an external bin daily ▪ Staff to have access to NHS advice about online safe removal and application of PPE masks and other equipment. ▪ https://www.youtube.com/watch?reload=9&v=-GncQ_ed-9w&safe=true ▪ Information given about how to store masks when not in use. ▪ Contenance issues and soiling should not be dealt with by staff. Parent should be rung immediately, and asked to come and support their child. ▪ Kitchen staff/ mid days will deliver lunches to classrooms, using social distancing measures 	<ul style="list-style-type: none"> ▪ Wearing a face covering or face mask in schools or other education settings is not recommended. Face coverings may be beneficial for short periods indoors where there is a risk of close social contact with people you do not usually meet and where social distancing and other measures cannot be maintained, for example on public transport or in some shops. This does not apply to schools or other education settings. Schools and other education or childcare settings should therefore not require staff, children and learners to wear face coverings. Changing habits, cleaning and hygiene are effective measures in controlling the spread of the virus. Face coverings (or any form of medical mask where instructed to be used for specific clinical reasons) should not be worn in any circumstance by those who may not be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission. ▪ The majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 	Doctor explained that transmission rates for children under Year 5 were lower and therefore a facial covering was not needed. Also, that younger children do not have the discipline to comply. Reception pupils a third less likely to contract the virus and no evidence of primary pupils giving it to adults.	H

		<p>2 metres from others. PPE is only needed in a very small number of cases including:</p> <ul style="list-style-type: none"> children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn 		
Class Size and Groups	<ul style="list-style-type: none"> Bubble size will be limited to less than 10 wherever possible initially growing to no more than 15 in one class group. Social distancing applies with desks and movement around the building at all times. <i>Children will be reminded of this and encouraged to maintain social distancing.</i> Staff ratios for EYFS remain. Groups should remain apart from each other for the entire day. 	<ul style="list-style-type: none"> For primary schools, classes should normally be split in half, with no more than 15 pupils per small group and one teacher (and, if needed, a teaching assistant). If there are any shortages of teachers, then teaching assistants can be allocated to lead a group, working under the direction of a teacher. Vulnerable children and children of critical workers in other year groups should also be split into small groups of no more than 15. 	<p>As of 01/06/20:</p> <ul style="list-style-type: none"> 1 key worker bubble 1 reception bubble 1 year 1 bubble 2 year 6 bubbles 	M

		Desks should be spaced as far apart as possible.		
'Classroom Bubbles'	<ul style="list-style-type: none"> ▪ Children from different bubbles should not mix with other bubbles while in school. ▪ Parents will be reminded about the importance of maintaining social distancing when outside of school each week in the weekly newsletter (this applies to all family members including the child). <i>Dynamic risk assessment performed with discussion with CEO of MAT when know breaking of social distancing occurs outside school to establish whether bubble has been breached.</i> ▪ Teachers and TAs should not mix with other staff members or children from other bubbles and should be timetabled to be together with a class throughout the day ▪ Play time cover <i>as per the timetable.</i> ▪ Lunch times should be with one designated midday who serves and watches the children. <i>See timetable</i> ▪ ▪ Within each bubble children will be given a staggered time slot to be dropped off at school and picked up. Parents will be strongly discouraged from loitering in the playground at these times of day. 	<p>Keep cohorts together where possible and:</p> <ul style="list-style-type: none"> • ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days • ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days, recognising for secondary and college settings there will be some subject specialist rotation of staff • ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days 		M
Physical Building	<ul style="list-style-type: none"> ▪ One child per double desk wherever possible. ▪ <i>Any desk not in use will be marked with masking tape to identify to children that it is not to be used.</i> ▪ Channels for the teacher to be created behind the desks for teachers to move ▪ An area at the front of each classroom marked out where children are discouraged from entering for teacher safety. 	<ul style="list-style-type: none"> ▪ Desks should be spaced as far apart as possible. ▪ Ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of 		M

	<ul style="list-style-type: none"> ▪ Corridors to be marked with masking tape for pupils to follow. ▪ All soft furnishings which cannot be cleaned moved to another empty classroom or space. ▪ Door closers to be removed and doors to be wedged open at all times. ▪ Cloak rooms to be left empty and coats on the back of chairs. Doors to be propped open. ▪ Children discouraged from bringing anything from home that is unnecessary. Only a water bottle and coat will be required with a lunch box if necessary (disposable bags will be encouraged). No rucksacks or book bags. ▪ Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation (exception, fire door into school building) ▪ Fire risk assessment amended to add new routes for all bubbles. ▪ Where more than one bubble is accessing a route, clear routines put in place to avoid mixing of bubbles. ▪ Wedges to be used to keep doors open. <p>Reception classroom- Changes.</p> <ul style="list-style-type: none"> ▪ Remove all non-essential objects. ▪ Ensure physical spaces allows for 11 pupils to sit on carpet area as far apart as possible. ▪ Create work stations for 11 children at desks for play that requires a desk or writing practice ▪ Children to be encouraged to not share resources. ▪ Each table to have access to resources that are washed at the end of each day <p>Classroom Spaces</p> <ul style="list-style-type: none"> ▪ Mobile to be used as a classroom for year 6 children. ▪ Year 6 to be used as a classroom space for year 5 bubble ▪ Year 5 to be used as a classroom space for year 4 bubble ▪ Year 4 to be used as a classroom space for year 3 bubble ▪ Year 2 to be used as a classroom space for year 2 bubble ▪ Year 1 to be used as a classroom space for year 1 bubble ▪ Reception classroom to be used for the reception bubble <p>Isolation Room- calm down room</p>	<p>the day. In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days</p>		
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	<ul style="list-style-type: none"> • Staff member to stay outside isolation room. Window to be opened and door to be left open. <p>Outdoor Space</p> <ul style="list-style-type: none"> • Each bubble to access the outside area for break at allocated time. • Each bubble to ensure they have vacated the area before the end of their allocated time. ▪ Where lessons and weather permit, learning is to take place outside, teachers should use outdoor education wherever possible. Teachers to negotiate areas of playground and field and times to be used via email and communicated via WhatsApp group each morning to ensure all staff are aware of outside use ▪ Outdoor equipment should not be used ▪ Children are not to enter the building alone during break time unless for the toilet. After toileting they must go straight back outside. <p>Signage</p> <ul style="list-style-type: none"> ▪ Signage for movement around external building for parents to be in place by 10/06/20 ▪ Use tape on floor to demarcate areas and walkways. ▪ Create hand sanitiser stations and posters for each classroom and communal area and ensure toilets have washing hands posters. ▪ Walkway behind school to be blocked to avoid use (due to width restrictions) ▪ Signage on path behind children’s centre to include request for parents to wait until path is clear ▪ No Loitering/ no smoking/ 2m distance signs to be put on fence by pedestrian entrance to school 	<ul style="list-style-type: none"> ▪ for exercise and breaks ▪ for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff ▪ although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read COVID-19: cleaning of non-healthcare settings 		
Teaching, Learning and Curriculum	<p>Lessons and activities will be decided by senior leaders during the initial planning phase but will include:</p> <ol style="list-style-type: none"> Maths to be marked with the children in lesson. English to be marked during lunch break Teachers should not directly touch the books. Books to be left open and notes made on post it notes added to children’s books. 	<p>refresh the timetable:</p> <ul style="list-style-type: none"> • decide which lessons or activities will be delivered • consider which lessons or classroom activities could take place outdoors 	<p>Expectations on staff feedback should be minimal due to current situation.</p>	L

	<ul style="list-style-type: none"> Maths marking to be done by children in red pen through teacher led work on SmartScreen. All books to stay on desks in front of the child with their other equipment. 			
Social Distancing	<ul style="list-style-type: none"> Physical contact must be avoided between educational staff Staff, pupils and adults on site should endeavour to stay 2m apart at all times Strict adherence to this policy will be monitored and staff should expect to be informed and to politely inform others if they forget to adhere to this policy 			M
Timetable for Day	<ul style="list-style-type: none"> Class groups should have staggered break times and lunch times. 9:00-9:30 Parents handover and initial hygiene routine and registration 9.30-10.30- Lesson1 10.30.-11:00- playtime 11:00-11.15- hygiene routine 11.15-12.00- Lesson 2 12.00-.100 lunch (in classrooms) 1.00.1.15- hygiene routine and registration 1.15-2.30- Lesson 3 2.30-2.45 hygiene and bag collection 2:45-3.15- Release of pupils. The children in each class will be allocated a drop off and pick up time. Wherever possible siblings will be given the same pick up and drop off time. <p>2 drop off times-</p> <p>9:00</p> <p>9:15</p> <p>Pick up:</p> <p>2:45</p> <p>3:00</p>	<p>Reduce mixing within education or childcare setting by:</p> <ul style="list-style-type: none"> staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms 	<p>Packed lunches only</p> <p>Lunch collection from kitchen needs careful planning to avoid queuing and for children not eating in the hall and bringing lunch back into classroom area.</p>	M

	<ul style="list-style-type: none"> 30 mins at the start and end of day to handover children. Hygiene rules at the start and end of day. Break times staggered (See timetable) Outside play at lunch times staggered (See timetable) Reception and Year 1 will eat lunch in the hall Year 2 – Year 6 lunches will be eaten in classrooms. Children given 30 minutes to eat their lunch. Children and the mid-day supervising them are responsible for cleaning the room after lunch to make it ready to either work in or for the next group to eat in (wiping tables and using dustpans and brushes to clean floors) 			
Lunchtimes	<ul style="list-style-type: none"> Lunch to be eaten at the same desk in the classroom area for children eating in the classrooms. Children are not to access the building during lunch time unless for toileting and only then, if it can be assured, that they will be with children from their own bubble. One midday per class to stay with them for their entire lunch time. Children not to be sent inside for first aid incidents, instead middays to call for a first aider to come to a designated point on the playground. 	<ul style="list-style-type: none"> staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms 		M
Movement- Children	<ul style="list-style-type: none"> Channels and internal corridors around school using masking tape to show pupils movement. Access between bubble classrooms restricted to children with doors not to be used kept closed and signage in place Classroom spaces to have teacher only zones marked into carpet with tape. Classrooms to have channels for teachers to move around 	<ul style="list-style-type: none"> accessing rooms directly from outside where possible considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors 		L
Movement- Staff	<ul style="list-style-type: none"> Teachers can sit in staffroom (max occ. 4 people at one time sitting each on one 'bank' of chairs) but must maintain social distancing at all times In the classrooms teachers should stay in their designated areas as much as possible. Staff to only make hot/ cold drinks and food for themselves. After making their food/drink they should wash all surfaces and cutlery/crockery used and leave the sink empty. NO DISHES/ PLATES/ SPOONS/ CUPS to be left in sink 	<ul style="list-style-type: none"> stagger the use of staff rooms and offices to limit occupancy 		L

	<ul style="list-style-type: none"> Use antibacterial soap or hand gel to wash hands on entering and leaving the room. Use disinfectant and cloths provided to wash down all surfaces and contact areas after use. Ensure the window by the sink is left open while staff are in the room. 			
Movement-Parents	<ul style="list-style-type: none"> Parents should not enter the school building under any circumstances. Staff must indicate to parents that they should telephone or email the school office. Markings on the floor to indicate social distancing for drop offs and pickups. Only one parent should drop off and collect children. No siblings of children to accompany parents unless with prior agreement with the head teacher. Spots for parents to stand on and wait that are 2m apart. No go zone for teachers to stand in and release pupils Reception children to use children's centre entrance for drop off and pick up, year 1 and year 2 children to use the door by the site managers office, year 3, year 4, year 5 to use the KS2 pick up point door and Year 6 children to walk up to the top playground to the mobile. 	<ul style="list-style-type: none"> encouraging parents and children and young people to walk or cycle to their education setting where possible 	Signage and marking to be agreed between SW and AD	L
Working Hours	<ul style="list-style-type: none"> Staff should only enter the school site between 8:00am and 8:30am (vulnerable staff in until 8:30am and so staff should only be in to carry out essential work between 8:00am and 8:30am). Staff should endeavour to leave the site for 4pm Cleaners in after 7:10am – 8:40am and 4pm – 6pm Caretaker 7:30am – 6pm 			L
Hygiene	<p>Hand Hygiene</p> <ul style="list-style-type: none"> Wash hands and wrists when they are visibly soiled. Employees, children and accompanying adults, must wash hands and wrists with water and liquid soap on arrival at the setting. Use disposable materials wherever possible such as, aprons, handkerchiefs and paper towels. Employees must wash their hands and wrists at appropriate intervals during the day or when necessary. Employees wash hands and wrists with water and liquid soap or use hand spray if they move from one room to another or are 	<ul style="list-style-type: none"> follow the COVID-19: cleaning of non-healthcare settings guidance ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, 		H

	<p>forced to be in contact or close physical contact with children from another room than their own.</p> <ul style="list-style-type: none"> ▪ Children and staff must wash their hands and wrists after going to the toilet, before eating, after blowing their nose, after coughing or sneezing in their hands or a disposable handkerchief, and when they come in from outside. Employees should give instructions and encouragement to the children wash their hands and wrists properly. ▪ Bins with lids to be purchased for tissues and the catch it, kill it, bin it method encouraged regularly in every classroom. ▪ Handwashing facilities and hand sanitiser stations will be designated to each individual class group and in communal areas. ▪ Classroom areas will have their own spray and cloths to sanitise areas and clean equipment. ▪ Pupils should be encouraged not to touch their eyes, nose and mouths. ▪ Tissues boxes should readily available to all pupils on their desks. ▪ Classroom spaces should be well ventilated with windows and doors open at all times. 	<p>bannisters, more regularly than normal</p> <ul style="list-style-type: none"> ▪ ensure that all adults and children: <ul style="list-style-type: none"> ○ frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the guidance on hand cleaning ○ clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing ○ are encouraged not to touch their mouth, eyes and nose ○ use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it') ▪ ensure that help is available for children and young people who have trouble cleaning their hands independently ▪ consider how to encourage young children to learn and practise these habits through games, songs and repetition ▪ ensure that bins for tissues are emptied throughout the day ▪ where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units ▪ prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation ▪ get in touch with public sector buying organisation partners (for example ESPO, YPO, NEPO) about 		
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		<p>proportionate supplies of soap, anti-bacterial gel and cleaning products if needed</p> <ul style="list-style-type: none"> there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting 		
Toilet facilities	<ul style="list-style-type: none"> Pupils should only enter two at a time into toilets and stand at least 2metres apart when washing their hands. Different classroom bubble pupils do not mix in the toilets. Bubbles that share a toilet with another bubble will have designated time to use the toilet and they will be cleaned between each bubble using the toilet. When children come back from using the toilet they will wash their hands a second time in the classroom washing station Caretaker and cleaner to check soap supply is adequate throughout the day Laminated cleaning rota to be inside each toilet for cleaner to mark off when they have cleaned it. 	<ul style="list-style-type: none"> ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time 		H
First Aid	<ul style="list-style-type: none"> PPE should be worn (gloves and masks) when dealing with a first aid incident. Individual teachers / middays (with first aid online training) should administer basic first aid in the first instance. Serious injuries should be seen by a fully trained first aider. Vomit is required to be cleaned up as soon after incident as possible (PPE to be worn). Children to wait outside their classroom door for parents. Middays to call the office for a first aider to attend an outside incident after moving child to a designated space on the field, not send the child in. All first aid to be recorded using school recording system and highlighted to head teacher 	<ul style="list-style-type: none"> 		H
Cleaning	<p>Cleaning</p> <ul style="list-style-type: none"> Toilets will be deep cleaned at the end of each day. Toilet cleaning rota will be followed to ensure that toilets are cleaned between each bubble. Children not to use the after 3pm to allow for deep cleaning. 	<ul style="list-style-type: none"> discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this follow the COVID-19: cleaning of non-healthcare settings guidance 	Maximum time staff can stay to – 4pm / 4.30	H

	<ul style="list-style-type: none"> ▪ Tables and contact points must be cleaned regularly (a minimum of once at lunch time and after the school day). Teachers will have cleaning equipment to clean tables more regularly if required. ▪ Equipment that has been used (and that can be cleaned) should be identified by the teacher at the end of the day to the cleaner (message on whiteboard) so that those objects can be disinfected. ▪ No toys or other personal items including mobile phones can be brought from home. ▪ Resources that cannot be cleaned according to the instructions must be packed away until after the COVID-19 epidemic is over. ▪ Tablets should be wiped several times daily and between use. If possible, avoid children sharing tablets. Teachers to bring to charger station in staffroom when required. ▪ Contact points should be cleaned by cleaner at least once daily, including taps, toilet flushes, toilet seats, table surfaces, door handles, handrails, armrests, light switches etc. However, staff will be required to clean surfaces and touch points when used. ▪ Bins must be emptied before they are full and at least once daily. ▪ Wherever possible cleaner to only enter the building when all staff and pupils have exited. ▪ When in school alongside other staff cleaner to maintain more than 2m distance. ▪ Cleaner to wear long gloves. ▪ Communication from teacher to cleaner should be left on the whiteboard in the classroom area at the end of each day. ▪ Cleaners will complete the cleaning checklist to indicate the areas cleaned throughout the day <p>Classrooms</p> <ul style="list-style-type: none"> ▪ Reception: Malleable resources, such as play dough, should not be used. ▪ Reception: Resources for activities such as painting, sticking, cutting, small world play, indoor and outdoor construction activities should be washed before and after use and where possible, children should be discouraged from sharing these. Resources for each child will be stored on each child's work station 	<ul style="list-style-type: none"> ▪ ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments ▪ clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal 	<p>COSHH rules regarding cleaning liquids used</p>	
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	<ul style="list-style-type: none"> ▪ Reception: Children should be taught to wash their hands frequently, but particularly after using wheeled bikes, trikes and other large, movable toys. Children should be encouraged where possible not to touch their faces or to put objects in their mouths. Sharing stories, singing and playing outdoor games will help all children to socialise and resettle into familiar everyday classroom routines. ▪ Infants and Juniors: Desks should be wiped regularly. ▪ Infants and Juniors: Teachers should have a spray bottle and cloth (disposable) ▪ Any objects the children touch should be disinfected once use has finished. 			
Communication to children	<ul style="list-style-type: none"> ▪ Children not attending school entitled to FSM will receive vouchers ▪ Children in school entitled to UFSM or FSM will receive a packed lunch made in school ▪ Vulnerable children call up to 3 times per week in agreement with parents. For children in year 2,3,4,5 and also, to the children who decide not to attend a call home once per week. 	<ul style="list-style-type: none"> ▪ noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules) ▪ tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection) 		L
Communication to and from Parents	<ul style="list-style-type: none"> ▪ Essential correspondence sent out via email or text message using Arbor. ▪ Any forms or messages from parents should be emailed to the school office ▪ Communicate methods of entry and exit to the school grounds. 	<ul style="list-style-type: none"> ▪ tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend ▪ tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) 		M

		<ul style="list-style-type: none"> ▪ make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely) ▪ also think about engaging parents and children in education resources such as e-bug and PHE schools resources 		
<p>Procedures for medical care, isolation and confirmed cases</p>	<ul style="list-style-type: none"> ▪ Children’s temperatures will be taken each morning and at any other time that is deemed necessary (i.e. if a child develops symptoms or complains of feeling unwell) by a designated staff member ▪ Temperature checks will be carried out within half an hour of the children arriving at school overseen by SLT. ▪ Staff checking temperatures will wear PPE and use antibacterial wipes to wipes gloves and wipe the thermometers in between bubbles. ▪ Any child with a temperature in excess of 37.5 but below 37.8 will have their temperature repeated after 30 minutes. If the next temperature reading is below 37.5 then the child’s temperature will not need to be repeated. Any subsequent temperature checks which are over 37.5 will have repeated checks each 30 minutes to monitor the temperature. ▪ Any children with a temperature in excess of 37.8 will have their temperature repeated 5 minutes later. If the second temperature is also elevated at or above 37.8, then the child will immediately be taken to the Rainbow Room and their parent will be called. ▪ Use the Rainbow room for the isolation of pupils (if symptoms are apparent) with doors and windows open. ▪ Member of SLT to remain with child with symptoms observing strict social distancing and wearing PPE. ▪ Parents to be called and children to be sent home as soon as possible if they develop symptoms and then will need to isolate with their household members for 14 days. ▪ Children who develop symptoms will be encouraged to get a test and will not be allowed back into school until a negative result has been obtained. 	<ul style="list-style-type: none"> ▪ The government is developing a new national test and trace programme. This will bring together an app, expanded web and phone-based contact tracing, and swab testing for those with potential coronavirus symptoms. This programme will play an important role in helping to minimise the spread of coronavirus in the future. It will also include more traditional methods of contact tracing if a child, young person or parent tests positive. This could include, for example, direct discussion with parents and schools or colleges on recent contacts. The government is recruiting 18,000 contact tracers to support contact tracing and will recruit more if needed. They will play an important part in tracing the contacts of those with coronavirus, including children. ▪ If anyone becomes unwell with a new, continuous cough or a high temperature in an education or childcare setting, they must be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance. 		H

	<ul style="list-style-type: none"> ▪ All staff will have their temperature checked by a member of SLT or a member of office staff as they arrive in school or during the round of temperature checks. ▪ Any member of staff who has not had their temperature checked by 9:30am must contact the office to inform them. ▪ SLT and office staff will record that they have taken temperatures daily but not record the temperature itself. ▪ All staff who display symptoms should access a test provided by the appropriate health care professional. ▪ If a children or staff member tests negative, they can return to their setting and end the self-isolation of their household. ▪ If any children or staff test positive, the rest of their class and group, and any siblings of children in this bubble in different bubbles within the school, should be sent home and advised to isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group, subsequently develops symptoms. ▪ Any member of staff or child who tests positive is expected to participate fully in the governments 'track and trace' programme. ▪ Any child or staff member who is contacted as part of the governments 'track and trace' programme is expected to self-isolate for 14 days. 	<ul style="list-style-type: none"> ▪ If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. 		
<p>Shielding and clinically vulnerable children and adults.</p>	<ul style="list-style-type: none"> ▪ Clinically extremely vulnerable pupils with pre-existing medical conditions should not enter school and should remain at home. ▪ Clinically extremely vulnerable individuals are advised not to work outside the home. We are strongly advising staff (those with serious underlying health conditions which put them at very high risk of severe illness from coronavirus and have been advised by their clinician or through a letter) to rigorously follow shielding measures in order to keep themselves safe. Staff in this position should remain at home. ▪ Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the Staying at home and away from others (social distancing) guidance have been advised to take extra care in observing social distancing and should work from home where possible. 	<ul style="list-style-type: none"> ▪ For the vast majority of children and young people, coronavirus is a mild illness. Children and young people (0 to 18 years of age) who have been classed as clinically extremely vulnerable due to pre-existing medical conditions have been advised to shield. We do not expect these children to be attending school or college, and they should continue to be supported at home as much as possible. Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. 		M

	<ul style="list-style-type: none"> If a child, young person or a member of staff lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, they can attend their education or childcare setting. 	<p>A small minority of children will fall into this category, and parents should follow medical advice if their child is in this category.</p> <ul style="list-style-type: none"> Clinically extremely vulnerable individuals are advised not to work outside the home. We are strongly advising people, including education staff, who are clinically extremely vulnerable (those with serious underlying health conditions which put them at very high risk of severe illness from coronavirus and have been advised by their clinician or through a letter) to rigorously follow shielding measures in order to keep themselves safe. Staff in this position are advised not to attend work. Read COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable for more advice. Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the Staying at home and away from others (social distancing) guidance have been advised to take extra care in observing social distancing and should work from home where possible. Education and childcare settings should endeavour to support this, for example by asking staff to support remote education, carry out lesson planning or other roles which can be done from home. If clinically vulnerable (but not clinically extremely vulnerable) 		
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		individuals cannot work from home, they should be offered the safest available on-site roles, staying 2 metres away from others wherever possible, although the individual may choose to take on a role that does not allow for this distance if they prefer to do so. If they have to spend time within 2 metres of other people, settings must carefully assess and discuss with them whether this involves an acceptable level of risk.		
Visitors	<ul style="list-style-type: none"> ▪ Any visitors who are not critical to teaching individual class groups should not enter the school building. ▪ Parents should not enter the school building under any circumstances. Any communication should be done via email, telephone or conference call. 			L