COVID-19 risk assessment – Full re-opening of schools	
Site / school name:	Brookwood Primary School

Name(s) of person(s) covered by this assessment:	▪ Students
	▪ Staff:
	    ▪ Classroom based staff
	    ▪ Catering staff
	    ▪ Cleaning staff
	    ▪ Office staff
	    ▪ Premises / site staff
	    ▪ SMSAs
	▪ Contractors

Tasks and activities covered by this risk assessment:	▪ Full re-opening of schools from 8 March 2021 – updated to reflect changes in place from 17th May 2021 in line with step 3 of the Government's road map ▪ Pick up and drop off from school ▪ Cleaning and sanitisation ▪ Food provision ▪ Potential remote working of some staff and students
Equipment and materials used:	▪ General class and teaching materials ▪ Practical equipment and materials ▪ Sports and PE equipment ▪ Cleaning materials and equipment
Location(s) covered by this risk assessment:	▪ All school premises and grounds

Name of person completing this risk assessment:	David Gunning / Yola Wilkins	Date of completion:	2nd March 2021; updated 16th April 2021; updated 14th May 2021
Risk assessment approved by:		Date of approval:	
Date risk assessment to be reviewed by:		Risk assessment no:	Version 3A.2 – 11 May 2021

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Record of risk assessment reviews					
Date of review:	24 February 2021	Reviewed by:	Jon Robinson	Comments / date of next review:	▪ Significant amendment to reflect updated DfE guidance for school reopening from 8 March 2021, including a revised system of controls. ▪ Main changes are: ▪ DfE guidance notes removed, page references included only ▪ Updated system of controls ▪ Use of face coverings in secondary schools ▪ Asymptomatic testing for primary and secondary schools – (further guidance on this is due from DfE) ▪ Latest information on CEV and CV persons and those at increased risk from COVID-19. ▪ Updated guidance on curriculum provision and wraparound provision ▪ Included page numbers to enable easier cross reference to DfE Schools Coronavirus (COVID-19) Operational Guidance ▪ Added contents page for easier navigation through this template
Date of review:		Reviewed by:		Comments / date of next review:	▪
Date of review:		Reviewed by:		Comments / date of next review:	▪

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System of controls

We know that the predominant new variant of coronavirus (COVID-19) is more transmissible however, PHE advice remains that the way to control this virus is with the system of controls, even with the current new variants. This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection'. If you follow the system of controls, you will effectively reduce risks in your setting and create an inherently safer environment.

Prevention

You must always:

1. Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.
2. Ensure face coverings are used in recommended circumstances.
3. Ensure everyone is advised to clean their hands thoroughly and more often than usual.
4. Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.
5. Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
6. Consider how to minimise contact across the site and maintain social distancing wherever possible.
7. Keep occupied spaces well ventilated.

In specific circumstances:

8. Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.
9. Promote and engage in asymptomatic testing, where available.

Response to any infection:

10. Promote and engage with the NHS Test and Trace process
11. Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.
12. Contain any outbreak by following local health protection team advice.

Risk assessment	
What are the hazards?	▪ Potential for spread of COVID-19 between persons at school showing symptoms of coronavirus or those who are confirmed to have coronavirus.
Who might be harmed and how?	▪ Staff, pupils, contractors, and visitors may catch COVID-19 via direct or indirect contact with carriers whilst on site. ▪ Potential for spread to other family members / persons.

Note: We have specifically removed any rating or scoring from this risk assessment. We do not feel this adds any significant benefit to this untypical situation. You may wish to prioritise any actions, but the basis of the approach to mitigating the risks from coronavirus is such that all measures should be carried out alongside each other rather than in sequence. The planning and assessment you undertake will form the basis of an overall plan to manage the risks specific to your setting and that is the most important aspect of this process.

This risk assessment is based on Department for Education (DfE) Schools coronavirus (COVID-19) operational guidance as published on 10ᵗʰ May 2021.

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	SYSTEM OF CONTROLS – PREVENTION			
1. Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school (DfE page 8)				
▪ Is there a procedure for managing suspected or positive cases of coronavirus? ▪ How will this be communicated to the school community? ▪ Consider what information or measures may be needed at school gates and entrances to the building, as well as on the school website. ▪ How will visitors to site be managed? ▪ Is there an appropriate room identified that can be used to isolate someone with symptoms whilst they are awaiting collection? ▪ Have welfare staff and others been trained in measures to take? ▪ Have welfare staff and others been provided with PPE and training on its use?	▪ March re-opening letter clearly states the symptoms and that individuals should not come to school if they have any symptoms. ▪ Standing item on the newsletter with details of the symptoms and advice on what to do if any individual experiences symptoms. ▪ Posters have been displayed in and around school displaying information about Covid, including on the gates and the main entrance. ▪ PHE guidance is followed as soon as anyone is symptomatic and further advice sought in event of outbreak ▪ BET colleagues and SCC contacts will immediately be informed in the event of a confirmed case.			

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ How will the school manage and monitor those persons who are required to isolate e.g. those who have been in close contact with a positive case or have been instructed to do so?	▪ A clear procedure of what to do if there is a confirmed case has been communicated with staff and parents as a reminder. Initial training for staff was provided in summer 2020 and the autumn term 2020. ▪ An isolation room has been identified, rules for use of the room prominently displayed and staff reminders issued. ▪ A clear weekly timetable is kept so that the location of staff within a bubble is known in support of identifying close contacts. ▪ Visitors are asked prior to arriving on site to declare that they are not symptomatic – directed to website declaration form which is then submitted directly to the office and retained for Test and Trace if required. ▪ All visitors are required to wear face masks at all times while on site. ▪ Sign-in process for visitors minimises touch points – office team sign visitors in; lanyards once returned are quarantined. Fire and safeguarding procedures are displayed for visitors to view without the need for touch. ▪ The Office Team have received training on questions to ask of visitors and of parents who are calling to report a child's absence from school. ▪ Chronology of process in response to a positive case has been created for SLT to follow. ▪ PHE flowchart is in place to follow in relation to suspected / confirmed cases. ▪ Covid email address created for parents to notify directly in the event of a positive case. ▪ In the event of a positive case, close contacts are risk assessed using PHE guidance. Close contacts (both children and adults) will be required to isolate. A close contact is defined (by PHE): anyone who lives in the same			

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	household as another person who has Covid-19 symptoms or has tested positive for Covid-19; anyone who has had any of the following types of contact with someone who has tested positive for Covid-19: face-to-face contact including being coughed on or having a face-to-face conversation within one metre; been within one metre for one minute or longer without face-to-face contact; been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day); travelled in the same vehicle or a plane. Staff tracker captures any absences; individual letters sent to staff and parents advising on isolation periods. Registers updated. ▪ Regular reminders and briefings to the parent community through the Head of School's fortnightly Teams meetings.			

2. Ensure face coverings are used in recommended circumstances (DfE page 10)

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ From 17 May, in line with Step 3 of the roadmap, face coverings will no longer be recommended for pupils in classrooms or communal areas in all schools. Face coverings will also no longer be recommended for staff in classrooms. ▪ In all schools we continue to recommend that face coverings should be worn by staff and visitors in situations outside of classrooms where social distancing is not possible (for example, when moving around in corridors and communal areas). ▪ Where schools are delivering education and training, including extra-curricular activities and wraparound childcare, in a community setting (for example, library or community centre), staff and pupils will be exempt from the legal requirement to wear a face covering if they are in	▪ All staff unless exempt are expected to wear face coverings in communal areas (not face shields) - this means all areas of the school (inside only) except at desks when working, when teaching / supporting learning in class and when eating and drinking. ▪ Training has been given to all staff on safe donning, doffing and storage of masks (summer 2020; Inset days Sept 2020) and donning and doffing guidance is available in each bubble's cleaning / first aid boxes. ▪ As children in school are below the required age for wearing face masks, this is not an expectation although a small minority may choose to do so. In these cases, individual guidance has been given. ▪ Stocks of disposal masks are available in school.			

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
a private room or the premises has been exclusively hired for the sole use of its pupils and staff. ▪ The reintroduction of face coverings for pupils, students or staff may be advised for a temporary period in response to particular localised outbreaks, including variants of concern. In all cases, any educational drawbacks should be balanced with the benefits of managing transmission. The Local Action Committee structure (bronze/silver/gold) should be used in such circumstances to re-introduce the use of face coverings. Immediate outbreak response (at the level of individual settings or a cluster of settings) remains for local directors of public health to advise on. ▪ Children and young people aged 11 and over must still wear a face covering on public transport. In accordance with advice from PHE, they must also wear a face covering when travelling on dedicated transport to secondary school or college. This does not apply to children and young people who are exempt from wearing face coverings. ▪ ▪ Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are currently exempt from any requirement to wear face coverings in schools or in public places. ▪ Transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. There is currently very limited evidence regarding the effectiveness or safety of transparent face coverings, but they may be effective in reducing the spread of coronavirus (COVID-19). The main benefit from a transparent face covering is that they can aid	▪ Visors have been offered to staff in addition to face coverings for those who choose to wear both. ▪ Staff and the parent community have received a reminder of the rules around face coverings and exemptions. ▪ Staff are no longer required to wear face coverings outside while on break and lunch duties, but can do so if they choose. ▪ Staff are encouraged to wear face coverings when releasing children and talking to parents at the beginning / end of the day.			

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:

==communication, for example enabling lip-reading or allowing for the full visibility of facial expressions, but this must be considered alongside the comfort and breathability of a face covering which contains plastic which may mean that the face covering is less breathable than layers of cloth.==
▪ Schools have a duty to make reasonable adjustments for disabled pupils and students, to support them to access education successfully. The following is a non-exhaustive list of possible adjustments:
  ▪ The provision and effective use of assistive listening devices, such as radio aids.
  ▪ An increased focus on the listening environment, minimising all unnecessary background noise - steps should be taken so that children with hearing loss are taught in classrooms with the best possible acoustic conditions.
  ▪ Allowing the use of speech-recognition apps on mobile devices and tablets in classrooms, taking into account possible variations in the effectiveness of such apps in different classroom situations.
  ▪ Additional communication support, including remote speech-to-text reporters or sign language interpreters.
  ▪ Separate one-to-one teaching and support, without the use of face coverings and in rooms where social distancing can be achieved or through a Perspex panel.
▪ Where appropriate, education settings should discuss with pupils and parents the types of reasonable adjustments that are being considered to support an individual.
▪ Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread				

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Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:

in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.
▪ Where face coverings are recommended there are some circumstances where people may not be able to wear a face covering. This includes (but is not limited to):
    ▪ People who cannot put on, wear, or remove a face covering because of a physical or mental illness or impairment, or disability.
    ▪ Where putting on, wearing, or removing a face covering will cause you severe distress.
    ▪ If you are speaking to or providing assistance to someone who relies on lip reading, clear sound or facial expressions to communicate.
    ▪ To avoid harm or injury, or the risk of harm or injury, to yourself or others – including if it would negatively impact on your ability to exercise or participate in a strenuous activity.
▪ The same exemptions will apply in education and childcare settings and you should be sensitive to those needs, noting that some people are less able to wear face coverings and that the reasons for this may not be visible to others.				

3. Ensure everyone is advised to clean their hands thoroughly and more often than usual (DfE page 14)				
▪ Consider how often pupils and staff will need to wash their hands and incorporate time for this in timetables or lesson plans. ▪ Are there enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly?	▪ Children to wash their hands at regular times throughout the day eg when entering school, before snack, after playing, before lunch, after lunch and before going home. ▪ All classrooms have sinks.			

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Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Ensure supervision of hand sanitiser use given the risks around ingestion. Skin friendly skin cleaning wipes can be used as an alternative. ▪ Build these routines into school culture, supported by behaviour expectations and helping ensure younger pupils and those with complex needs understand the need to follow them ▪ Sufficient quantities of cleaning supplies and hand soap to be maintained. ▪ All staff will be briefed weekly as a minimum on expected hygiene standards. ▪ All staff instructed to actively monitor to ensure all pupils and colleagues are adhering to principles of good hygiene.	▪ Hand sanitiser to be used when sinks cannot be readily accessed eg coming off playground straight to lunch. ▪ Families have been made aware that the sanitiser contains alcohol and given the opportunity to withdraw from this if they do not wish their children to use it eg. due to religious beliefs. ▪ Stocks of soap etc checked and orders placed to fill gaps – weekly stock check thereafter. ▪ Hand sanitiser is available in all classrooms and administered under supervision by an adult. ▪ Posters on handwashing procedures are displayed by all sinks. ▪ Small children / children with additional needs to be supervised / supported while washing their hands. ▪ Staff provided with personal hand sanitiser bottles to wear on lanyards – for use as required, for eg when administering first aid outside.			
4. Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach (DfE page 14)				
▪ Are there enough tissues and bins available in the school to support pupils and staff to follow this routine? ▪ Ensure that younger children and those with complex needs are helped to get this right. ▪ Are there risk assessments in place for pupils with complex needs who will struggle to maintain as good respiratory hygiene as their peers? ▪ All staff should be briefed weekly as a minimum on expected hygiene standards. ▪ All staff instructed to actively monitor to ensure all pupils and colleagues are adhering to principles of good hygiene.	▪ Bins are located in every classroom ▪ Lids removed from bins to avoid touching surfaces ▪ Tissues to be regularly restocked by caretaker ▪ All children with individual needs, who are unable to maintain good respiratory hygiene have risk assessments and plans, which have been shared with staff as appropriate ▪ Posters displayed and assemblies have been held on 'catch it, bin it, kill it' ▪ Weekly update will continually remind and update staff on good hygiene standards ▪ Under 11s not currently required to wear masks.			

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Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	- All parents asked to wear face coverings while on site unless they are exempt. - All staff to wear face coverings in communal areas – this means all areas of the school (inside only) except at desks when working, when teaching / supporting learning in class and when eating and drinking. 'Hands, Face, Space' signage to be prominently displayed around the school site.			

5. Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products, such as detergents (DfE page 15)

- **Enhanced cleaning regime**

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
- Is there an enhanced cleaning regime in place and are all cleaners and staff aware of measures to take? - Are high contact items such as door handles, including main entrance doors and commonly used doors cleaned more frequently? - Are bins are emptied throughout the day? - IT equipment should ideally be used by one person as a designated workstation. Where possible IT equipment should be cleaned (wiped down) pre use and at the end of the day.	- Increased signage on gates / entrances - Staff briefings to include hygiene reminders - Hand washing posters to remain prominently displayed by all sinks - Designated member of staff to lead on cleaning throughout the day - Timetable to include identified times for cleaning within the bubbles – once during the day, with the cleaners to do the evening clean. - Log is in place for cleaning and for toilets. - Regular handwashing to be on the timetable - All classrooms have sinks. - Stocks of soap etc checked and orders placed to fill gaps – weekly stock check thereafter. - Reminder given to staff wear gloves and apron when cleaning in a suspected case (bleach cleaner). - A member of staff in each bubble to lead on cleaning throughout the day - Dedicated additional cleaning on site during the lunch period – to wipe tables between sittings and high use touch points in shared areas.			

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	▪ Office team to clean high use touch points regularly throughout the day. ▪ Shared desk spaces are sanitised between uses.			
• **Hazards from using new or different hazardous products**				
▪ Ensure that any hazardous substances that are used because of changes to cleaning or hygiene regimes have a COSHH risk assessment. ▪ Ensure that any significant findings or precautions are shared with those using the products. ▪ It should be noted that in most if not all cases these will be lower risk items.	▪ Agreed with contract cleaners intended products to be used over this period, particularly in the case of a positive test ▪ Cleaners have made available COSHH risk assessment for those products ▪ Communicate any precautions for staff in training sessions.			
• **Principles of cleaning after an individual with symptoms of, or confirmed COVID-19, the case has left the setting or area**				
▪ Is there a procedure in place for cleaning an area a person with symptoms of COVID-19 or a confirmed case of COVID-19 has been? ▪ Is the appropriate PPE being used? ▪ Are appropriate cleaning products or methods being used?	▪ Designated isolation room for anyone with symptoms to wait. ▪ Isolation room has bleach-based spray cleaner, disposable cloths / paper towels and a full stock of PPE ▪ Yellow hazard bags available for contaminated waste (see below) ▪ All furniture used by symptomatic individual is plastic / hard surface and cleaned using the bleach-based spray. ▪ Isolation room rules have been shared with staff, are displayed on the door and include key actions required when managing a symptomatic individual and cleaning the room thereafter. ▪ Contract cleaners are commissioned to deep clean the rooms in the event of a positive case.			
• **Contaminated waste**				

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:

▪ Personal waste from individuals with symptoms of COVID-19 and waste from cleaning of areas where they have been (including PPE, disposable cloths and used tissues) should be:
  ▪ Put in a plastic rubbish bag and tied when full
  ▪ The plastic bag should then be placed in a second bin bag and tied
  ▪ This should be put in a suitable and secure place and marked for storage until the individual's test results are known
▪ This waste should be stored safely and kept away from children. It should not be placed in communal waste areas until negative test results are known, or the waste has been stored for at least 72 hours.
▪ If the individual tests negative, this can be disposed of immediately with the normal waste.
▪ If COVID-19 is confirmed this waste should be stored for at least 72 hours before disposal with normal waste.
	▪ Yellow hazard bags in place and used for any first aid and any suspected case
	▪ Double bag all waste
	▪ Secure place for waste to be stored until results of test are known – to be left in the cupboard in the Head's office– waste labelled so know where it has come from and the date.			

6. Consider how to minimise contact across the site and maintain social distancing wherever possible (DfE page 15)				
● **How to group children**				
▪ Consider the minimum size groups you can manage whilst delivering the curriculum. ▪ Can consistent groups be maintained wherever possible? ▪ Are pupils able to socially distance? ▪ Does the layout of the building make it easier or harder to keep groups separate? ▪ Groups should be kept apart from other groups. This could be through using different parts of the school for each group, limiting sharing of rooms and social spaces, varying break and lunch times and limiting movement between lessons.	▪ Bubbles to be arranged as follows: Yr R; Yrs 1&2; Yrs 3&4; Yrs 5&6. These bubbles will be maintained at all times in the day ▪ Each class will remain in the same classroom for lessons but will gather in bubbles at break and lunch times and for some lessons such as PE. ▪ Year 3 and 4 bubble to have designated external areas and yr 5 and 6 bubble to have designated external area – both to go out at 10:15am and remain separate; yr 1and 2 bubble out at 10:30am. Reception in separate pen with free flow.			

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Social distancing should be reinforced within groups, particularly for older children. ▪ Where staff need to move between groups are they able to maintain their distance as much as possible and ideally 2 metres from pupils and other adults? ▪ Are cleaning arrangements in place for shared spaces?	▪ New boxes have been purchased for outside bubble areas to further ensure no mixing of resources / equipment. ▪ The Reception and Yr 1&2 bubbles will eat lunch separately in the dining hall with staggered start times so that they are not in the hall at the same time. The Yr3&4 bubble will eat in their classrooms. The Yr 5&6 bubble will eat in the main school hall. ▪ Hot meals will be available. Timings will be slightly staggered to accommodate this. Hot meals will be served in bio-degradable clam shells for the older children; and on plates for the younger children. ▪ Children with allergies / dietary requirements will wear green lanyards to ensure that all staff are aware. ▪ Children will use their allocated toilets for their bubbles – this includes at break and lunch time. No more than two children in the toilet areas at a time – markings on carpet in KS2 to show where children should stand while waiting. ▪ Touch points in toilet cubicles and sinks in Reception and the KS1 classrooms should be sanitised in line with the designated bubble cleaning schedule. ▪ Where other children require the toilet during lunch, they will be grouped together by bubble and escorted by a member of staff to their usual bubble toilet. ▪ Children encouraged to go to the toilet before and after lunch breaks. ▪ Where possible, staff will work within a designated bubble, but will work across bubbles in line with DfE guidance if required for cover purposes, adhering to all hygiene rules and social distancing from other staff. The SENCO, HLTA, Outreach Worker, SLT and sports coaches will regularly work across the school and will remain socially distanced where possible.			

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	▪ Supply and peripatetic music teachers will be asked to sign Covid visitor declaration on each visit and will be briefed on the Covid measures in school. ▪ No use of the library by children. Books will be available to children in the classrooms, shared within bubbles only. ▪ IT suite has been allocated to the Reception bubble. ▪ Children's laptops will be stored in the school hall and by the KS2 stairs. Laptops must be wiped down between uses and only to be used within designated computing lessons. ▪ There will be allocated intervention spaces per bubble ▪ Wrap around care will not resume currently as bubbles and social distancing cannot be maintained ▪ A staggered start and finish time will be introduced: Years 5 and 6 will enter through the main entrance at 8:40am; Yrs 1, 2, 3 and 4 to enter through their external classroom doors between 8:35am and 8:45am; and Yr R to enter through the main entrance at 8:50am. Yr R will finish at 3pm, the yr1 and 2 and yr 3 and 4 bubbles will finish at 3:05pm; and yrs 5 and 6 will finish at 3:10pm. All bubbles will exit through the same areas as they enter. ▪ Routes out on to the playground and field – yr 1 and 2 go through dining room; yr 3&4 will go through external door and will walk in single file round the temporary fencing on to the field; yr 5&6 will go through the end fire exit door and will walk in single file round the temporary fencing on to the field. Routes will be clearly communicated for each bubble and a reminder issued to staff. ▪ One way system in place in the school grounds through clearly labelled pedestrian gates, to be monitored by SLT and reminder sent to parents in March re-opening letter.			
• **Measures within the classroom**				

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Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Can changes be made in classrooms to support distancing where possible? ▪ A 2m space around the teacher's desk should be maintained as far as is possible. ▪ Consider if moving furniture will also allow for better access routes maximising distance from other desks or allowing for seating side by side and front facing etc. ▪ Can support and other staff maintain a 2m distance from other adults in the classroom? ▪ For students with more complex needs who require more support then additional control measures e.g. PPE will be needed for staff.	▪ In years 1 – 6, desks will be separated and children will be seated 2 to a table, side by side and facing forwards ▪ Unnecessary furniture has been removed to make more space ▪ A 2m box around the teacher's desk will continue to be marked ▪ Ensure windows open properly in classrooms / learning spaces identified. Winter ventilation plan in place until the end of March 2021 and first shared with staff in Autumn 2020 – reminder issued March 2021. ▪ Where possible, adults will remain socially distanced from children. All children with individual needs, who are unable to maintain good respiratory hygiene have risk assessments and plans, which have been shared with staff as appropriate ▪ Adults to remain socially distanced from each other at all times. ▪ Younger children may sit on the carpet in their bubble classroom for learning input provided they are socially distanced and facing forward.			
● **Measures elsewhere**				
▪ Ensure that large gatherings involving more than one group are avoided ▪ Plan timetables to minimise groups using corridors at the same time, including staggering break and lunch times. ▪ Plan time for cleaning between groups using shared spaces. ▪ Consider how staff rooms can be set up to maintain distancing.	▪ Assemblies to be recorded via Seesaw or Teams ▪ Use of external doors – allocated entrances and exits in place ▪ Toilets allocated to bubbles – each member of staff will be given an allocated facility, but in general: KS2 staff us the toilet nearest year 3; KS1 staff use the toilet in the Wellbeing Hub; EYFS staff use the middle adult toilet; and Office and SLT staff use the disabled toilet. Confirmation of which toilet individual staff should use will be provided, including for those who work across phases.			

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	- Separate refreshments / staff toilets in place allocated to specific staff – three places for making drinks: dining hall for EYFS and the office team; Wellbeing Hub for KS1 and Outreach worker; staff room for KS2. - There should be no more than four people in the staff room at any time. - There should be no more than two people at the table in the Wellbeing hub at any time. - There should be no more than two people in the dining room kitchen at any time. - Seats in the staff room have been clearly marked to confirm which are in use and out of use, to a maximum of four people. - Each member of staff across the school will be given an allocated space for lunch. - All staff are responsible for ensuring that they wipe down any shared equipment used in kitchen areas after use. - Screens have been erected between desks in the finance office and SENCO office. - Photocopier use to be arranged on a rota. - Laminator to be retained by the office, booked out by staff, then cleaned and returned. - No staff to enter the admin office (Kelly's) or the finance office (Tina's) other than SLT, the admin team and the caretaker. - The intervention room outside year 3 is used by one teaching assistant and will not be used for any other purpose.			
• **Measures for arriving at and leaving school**				
Consider staggered starts or adjusting start and finish times to keep groups apart.	- Staggered start and end in place. - Allocated area for parents to wait			

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ A staggered start may, for example, include condensing / staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour. ▪ Consider how to communicate the arrangements for drop off and collection to parents and reinforce it, as necessary.	▪ Parents expected to wear face coverings on the school site unless they are exempt. ▪ Signage, cones and arrows to act as reminders for adults. ▪ Arrangements have been clearly communicated through the March re-opening letter to parents and through a Microsoft Teams meeting on 26th February (notes circulated to parents following the meeting). ▪ All staff to wear face coverings in communal areas – this means all areas of the school (inside and out) except at desks when working, when teaching / supporting learning in class and when eating and drinking. ▪ Children under the age of 11 are not required to wear masks – if they do have one, then this should be securely stored in a zipped plastic wallet for the duration of the day.			
• **Travelling to school**				
▪ Promote walking or cycling to school where possible. ▪ Remind pupils and staff using public transport to follow safer travel guidance including wearing of face coverings for people over the ages 11. ▪ Dedicated school transport should follow safer transport guidance as well including wearing of face masks. ▪ Distancing should be maximised and mixing of groups should be minimised where possible and practical.	▪ A small minority of children use taxis to come to school ▪ All our communication has asked that parents consider all other possible options before using public transport ▪ If this is not possible, we have asked parents to notify us and we have issued further guidance in relation to travelling safely and the use of face coverings.			
• **Other considerations including SEND and visitors to school**				
▪ Refer to additional guidance on supporting pupils at school with medical conditions including reviewing EHC plans. ▪ Consider how to manage visiting and support staff to maintain social distancing measures.	▪ Visitors will be asked prior to visiting if they are symptomatic and again on arrival – declaration page on website prior to visit. ▪ Office team are trained to ask questions on arrival of visitors ▪ All visitors to wear face coverings while on the site.			

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Consider what arrangements are required for contractors and visitors including arranging visits out of hours or remote meetings where possible. ▪ Records of visitors must be kept to support NHS Test and Trace. ▪ Work with other establishments to devise appropriate arrangements where children attend more than one setting. ▪ Also see specific section on EHC.	▪ Individual risk assessments are in place for children with specific needs ▪ PPE is available for staff if necessary, as highlighted on risk assessment ▪ Individual plans for each EHCP child have been devised and shared with parents to set parameters for working with them and appropriate use of touch. ▪ Meetings organised with external contractors outside of hours where feasible. ▪ Catering and cleaning staff have access to Lateral Flow Tests.			
● **Equipment**				
▪ Are staff and pupils reminded to use their own pencils and pens? ▪ Are there measures to limit sharing of resources as much as is possible and kept within bubbles? ▪ Are there measures to limit what is brought into and taken home from school? ▪ Is there a consistent policy for marking books? ▪ Are classroom resources included as part of an enhanced cleaning regime? ▪ Are shared resources cleaned between use? ▪ Is outdoor playground equipment cleaned more frequently? ▪ Refer to CLEAPSS guidance for advice on cleaning science and D&T equipment.	▪ Each child has own pencil case with frequently used resources e.g. pencil, pen, ruler, glue ▪ Books to be marked in bubble and then wash hands ▪ Other equipment may be shared between bubbles and wiped down regularly (ie. laptops) ▪ Any items shared between bubbles will be left for at least 48 hours (72 hours if plastic) before passing on ▪ Outdoor play equipment to only be used for the bubble of children in the area it is located – labelled boxes with PE equipment are in place in the yr 1&2 bubble; yr 3&4 bubble; and yr 5&6 bubble. ▪ Pupils to still only bring in necessary belongings from home. This has been communicated on the return to school letter in February 2021.			
● **Parent pick-up and drop-offs**				
▪ How will arrangements for pick-up and drop-offs be communicated to parents?	▪ One-way system in place and communicated to parents in February 2021.			

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ How will gathering at the school gates be monitored and managed? ▪ How will appointments be managed?	▪ Staggered starts and finish times and dedicated entrances and exits for bubbles have been communicated to staff and parents. ▪ Appointments are requested via email / phone and will only take place in person as a last resort. Microsoft Teams is in use for appointments where possible. Where visitors must enter the site, the visitor procedures outlined elsewhere apply.			
7. Keep occupied spaces well ventilated (DfE page 21)				
▪ If air handling systems that move air between rooms are used set them to use a fresh air supply and do not recirculate air. Standalone room units can operate as normal. ▪ Ensure any filters in ventilation or air conditioning systems are changed as per manufacturer instructions. Take additional care when changing filters. ▪ Airing rooms as frequently as you can, will help improve ventilation. This involves opening all doors and windows wide to maximise the ventilation in the room. It may be easier to do this when the room is unoccupied or between uses particularly in colder or adverse weather. ▪ Manage colder temperatures in rooms by opening high level not low level windows, opening window just enough to allow for ventilation, increasing heating and allowing for flexibility on uniform. ▪ Identify any poorly ventilated areas and consider if these areas should be restricted or if ventilation can be improved. ▪ Desk or ceiling fans can be used provided the area is well ventilated but they should not be used in poorly ventilated areas.	▪ Ensure windows open properly in classrooms / learning spaces identified. ▪ Fire doors to be propped open but shut at the end of the day (caretaker to be responsible for this), in order to avoid touching door handles where possible ▪ Door at the top of the stairs (yr 5&6 bubble) to remain closed. ▪ Winter ventilation procedure circulated to all staff initially in Autumn 2021 and re-circulated March 2021 including purge routine for cold weather. ▪ Families advised that wearing additional layers under uniform is acceptable as part of the ventilation approach – reminder to be sent March 2021.			

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ With due regard to fire safety, some doors may be temporarily propped open to limit touching of door handles and aid ventilation. Fire doors including doors at the top and base of stairs, or to higher risk areas of fire starting e.g. kitchens / IT suites / plant rooms should not be propped open.				
8. Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary (DfE page 22)				

▪ Reference to PPE for specific higher risk situations means:
  ▪ Fluid-resistant surgical face masks (also known as Type IIR)
  ▪ Disposable gloves
  ▪ Disposable plastic aprons
  ▪ Eye protection (for example a face visor or goggles)
▪ The PPE that should be used in the following situations when caring for someone with symptoms of coronavirus (COVID-19) is:
  ▪ A face mask should be worn if a distance of 2 metres cannot be maintained
  ▪ If contact is necessary, then gloves, an apron and a face mask should be worn
  ▪ Eye protection if a risk assessment determines that there is a risk of fluids entering the eye, for example, from coughing, spitting or vomiting
▪ Where staff have been identified as needing PPE, have they been provided with appropriate supplies?
▪ Have staff identified as needing PPE been provided with appropriate training and information on correct use and disposal?
	▪ PPE equipment is kept in Reception and in Year 1 in the event of the need for intimate care.
	▪ PPE is also kept in the isolation room for if a child was to be symptomatic and staff member cannot remain socially distanced.
	▪ No one is to enter the isolation room while a child is in there and until the room has been cleaned.
	▪ List of rules for the isolation room has been written, communicated and displayed
	▪ In PPE kit there are instructions for donning and doffing
	▪ There is also a log to record when PPE is used
	▪ Staff notify the office team when PPE resources in bubbles need to be replenished.			

9. Promote and engage in asymptomatic testing, where available (DfE page 23)				
▪ Communicate and promote importance of asymptomatic testing	▪ All staff have been offered Lateral Flow Tests and trained to use these.			

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Refer to asymptomatic testing section below for further information and assessment.	▪ Systems in place to monitor who has been issued with a test and to separately record results. ▪ Lateral Flow Test Co-ordinators in post to administer the process.			

<div align="center">SYSTEM OF CONTROLS – RESPONSE TO ANY INFECTION</div>

10. Promote and engage with the NHS Test and Trace process (DfE page 23)

▪ Is there a clear understanding in the school around NHS Test and Trace procedures? ▪ Have the requirements around symptomatic testing been communicated to all parties? ▪ Have all parties been told that they must inform the school of the results of any test as soon as possible? ▪ Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. ▪ Home testing kits can be given directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where this will significantly increase the likelihood of testing taking place. ▪ Further guidance on Use of the NHS COVID-19 app in education and childcare settings is available. School leaders should be aware of the features of the app, how the app may work with the settings use of mobile phones policy, and communicate with staff, students and parents about the use of the app.	▪ Staff and parents have been communicated with regarding the procedure for getting a test if symptomatic ▪ A more detailed letter is handed to parents or staff in the instance of symptoms with advice on what to do next. ▪ PHE guidance is followed as soon as anyone is symptomatic and further advice would be sought in event of outbreak ▪ Parents to inform school (email through test result) asap ▪ Will engage with national Test and Trace programme as required. ▪ Stock of home testing kits available should families struggle to access a PCR through other means. ▪ Staff advised to switch off Covid app during school hours as the school has its own track and trace system in place during these periods. ▪ Visitor contact details will be taken prior to visits via online declaration form. Only essential visitors in school; no parents in school, all meetings should take place virtually over Microsoft Teams.			

11. Manage confirmed cases of coronavirus (COVID-19) amongst the school community (DfE page 25)

▪ Are staff aware of the need to contact the DfE helpline? ▪ Are proportionate records of pupils and staff in each group and close contacts between groups maintained?	▪ PHE guidance is followed as soon as anyone is symptomatic and further advice would be sought in event of outbreak			

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Is there a clear understanding of what close contact means? ▪ Ensure that all visitors to the school sign in and there is a means to contact them if needs be. ▪ Is there an escalation process in place for managing confirmed cases in school?	▪ BET colleagues and SCC contacts will immediately be informed ▪ A clear procedure of what to do if there is a confirmed case has been communicated with staff and parents ▪ Isolation room has been identified, with rules for use displayed and communicated. ▪ A clear timetable is kept so that staff's location within a bubble is known ▪ Covid declaration on website to be completed by visitors prior arrival on site. ▪ All staff have received training on how to manage a suspected positive case. Initial training for staff was provided in summer 2020 and the autumn term 2020. ▪ Chronology of process in response to a positive case has been created for SLT to follow. ▪ PHE flowchart is in place to follow in relation to suspected / confirmed cases. ▪ Covid email address created for parents to notify directly in the event of a positive case. ▪ In the event of a positive case, close contacts are risk assessed using PHE guidance. Staff tracker captures any absences; individual letters sent to staff and parents advising on isolation periods. Registers updated.			
12. Contain any outbreak by following local health protection team advice (DfE page 28)				
▪ Ensure there are contingency procedures in place for an outbreak considering partial or full closure, on the advice of health protection teams. ▪ Are there procedures in place for admitting staff and students back to school who have tested positive?	▪ Work closely with PHE and follow advice. ▪ Return to school meetings held virtually with individuals; if high temperature persists, they are asked to continue to isolate and seek further advice.			
SECTION 2: SCHOOL OPERATIONS				
Asymptomatic testing (DfE page 29)				

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Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Consider how initial on site testing (in secondary schools only) will be delivered and if this needs to be on a phased basis. ▪ Make arrangements for continuing on site testing (in secondary schools only). ▪ Complete a risk assessment for the testing process relevant for your setting (templates are available). ▪ Communicate procedures for testing and continue to encourage take up of testing. ▪ Ensure staff, students and parents understand what to do in the event of a positive test. ▪ Ensure that staff, students and parents understand that symptomatic testing still needs to take place and that it can be booked online.	▪ Staff have access to lateral flow testing twice per week. ▪ Procedures are in place to administer this as outlined above.			
Attendance (DfE page 30)				
▪ School attendance became mandatory for all pupils from 8 March. ▪ You should not plan for rotas as there is no requirement to reduce occupancy in schools. Instead, everyone must follow the system of controls. **Term time holidays** ▪ As restrictions begin to lift, some families may be looking to take holidays. As usual, parents should plan their holidays around school breaks and not take their children out of school on holiday during term time. ▪ Where a parent wishes to take their child out of school for whatever reason, the onus is on them to apply for a leave of absence and demonstrate why they believe the circumstances are exceptional. Schools make decisions on granting leave of absence, but will not normally do so for a holiday.	▪ Remote learning plan is in place for those children who are unable to attend school due to self-isolation ▪ Letter sent to parents regarding attendance expectations from 8th March ▪ Return to school phone calls taking place to support this and parents asked to communicate any changes or particular challenges to school prior to their return. ▪ Advice to be given to staff regarding May half term and summer holidays to clarify that any requirement to isolate on return if they choose to go abroad will be unauthorised.			

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:

Self isolation and shielding
▪ A small number of pupils will still be unable to attend in line with public health advice to self-isolate because they:
  ▪ Have symptoms or have had a positive test result
  ▪ Live with someone who has symptoms or has tested positive and are a household contact
  ▪ Are a close contact of someone who has coronavirus (COVID-19)
▪ Shielding advice has been paused nationally from 31 March. All CEV pupils should attend their school unless they are one of the very small number of pupils under paediatric or other specialist care and have been advised by their GP or clinician not to attend. Pupils who live with someone who is CEV should continue to attend school as normal.
▪ As normal, you should not encourage parents to request unnecessary medical evidence such as doctors' notes from their GP when their child is absent from school due to illness. This is already set out in the school attendance guidance but is especially important in the context of the pandemic and the coronavirus (COVID-19) vaccination programme. If evidence is required, it can take the form of prescriptions, appointment cards, text or email confirmation of appointments, etc. rather than a doctors' note. As usual, input from GPs should only be sought where there are complex health needs or persistent absence issues.
▪ You are required to provide remote education to pupils who are unable to attend school because they are complying with government guidance or legislation around coronavirus (COVID-19), in the circumstances provided for in the Remote Education Temporary Continuity Direction.				

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
You should keep a record of this activity but do not need to record it in the attendance register. ▪ You should offer pastoral support to pupils who are: ▪ Self-isolating ▪ Shielding ▪ Vulnerable ▪ Where pupils are not able to attend school, as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised.				
Pupils and families who are anxious about return to school				
▪ Share the risk assessment and significant findings with parents via the school's website. ▪ Discuss and engage with pupils and their parents regarding any concerns around returning to school. Individual discussions around concerns can help to allay fears.	▪ Risk assessment published on website and communicated to parents. ▪ Phone calls from members of staff / tours of site offered out of school hours to reassure anxious parents.			
Pupils abroad who are unable to return				
▪ You should continue to work with local authorities to engage with families who are abroad to understand the child's circumstances and their plans to return. ▪ You should encourage families to return where they are able to, emphasising the benefits of regular school attendance and reminding them that school attendance is mandatory. ▪ If circumstances require it, you can conduct assessments remotely. A pupil's performance should be considered in light of the conditions in which the assessment is completed. **Travel and quarantine** ▪ All pupils travelling to England must adhere to government travel advice and parents should bear in mind the impact on their child's education which may result from any requirement to quarantine or isolate upon return.	▪ All parents have received a letter setting out that attendance is compulsory. ▪ Any unexplained absences are followed up promptly. ▪ Measures are in place to support vulnerable children who are not attending school due to isolation or shielding – remote learning arrangements would apply.			

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
• **Those arriving from a 'red list' country, or have transited through one in the past 10 days, must quarantine in a government approved facility with a parent or legal guardian rather than at home.**				
Encouraging regular school attendance				
▪ Communicate with parents on requirements for attendance. ▪ Put in place measures to keep in contact with vulnerable children.	▪ All parents have received a letter setting out that attendance is compulsory. ▪ Any unexplained absences are followed up promptly ▪ Measures in place to support vulnerable children who are not attending school due to isolation or shielding – remote learning arrangements apply.			
Alternative provision				
▪ Consider how the system of controls can be implemented within your setting including how groups / bubbles are established, and minimising social contact and mixing.	▪ N/A			
School workforce (DfE page 36)				
▪ Share this risk assessment with staff and invite feedback. ▪ Carry out individual risk assessments and discussions as required.	▪ Risk assessment shared with staff regularly and views invited via email. ▪ Staff asked to identify if extremely clinically vulnerable, through Head's KIT emails ▪ All staff briefed on system of controls. ▪ Individual risks assessments in place for staff as required and regularly reviewed.			
Staff who are clinically extremely vulnerable (CEV)				
▪ Use government advice on shielding and protecting people for those who extremely clinically vulnerable and who are advised to not attend the workplace. ▪ School leaders should discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place.	▪ Staff who are identified as CEV are enabled to work from home. ▪ Welfare check-ins in place with line manager.			
Staff who are clinically vulnerable (CV)				

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
• Use current government advice for those who are clinically vulnerable including pregnant women who can continue to attend school. • Most school-based roles are not ideally suited to home working and schools may expect most staff to return to work in settings. • School leaders should discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place.	• Individual risk assessments in place as required and subject to regular review.			
Pregnancy				
• Employers should conduct a risk assessment for pregnant women. • For staff who are in the third trimester (more than 28 weeks' pregnant) you should be particularly attentive to social distancing. There is a duty on employers to ensure the individual can adhere to national guidance on social distancing.	• Latest guidance regarding pregnancy over 28 weeks or with underlying health conditions shared with staff. • All pregnant staff receive risk assessment which is subject to regular review.			
Staff who may otherwise be at increased risk from coronavirus (COVID-19)				
• For those who feel they may be at increased risk, where it is not possible to work from home, these staff can attend school as long as the system of controls are followed. • Where there is a specific concern an individual risk assessment may be appropriate but this should be based on clear medical or specific need.	• BET Covid Equality Impact Assessment completed and shared. • Individual risk assessments in place with anyone who feels that they are at increased risk, subject to regular review.			
Supporting staff				
• Be aware of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working practices in a way that promotes good work-life balance and supports teachers and leaders. • Workload should be carefully managed and assess whether staff who are having to stay at home due to	• Regular staff wellbeing survey sent out to assess wellbeing as a whole – actions created as a result of this. This is shared with the Local Governance committee • Individual Wellbeing Action Plans (WAPs) created for staff who have anxiety or ill mental health			

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
health conditions are able to support remote education, while others focus on face-to-face provision. ▪ Consider where additional resource could be safely brought in if necessary. ▪ Ensure regular communication and consultation with all staff. ▪ Ensure staff know where to get additional support e.g. counselling or helplines.	▪ Employee Assistance details shared regularly with staff and leaflets placed in each refreshment area ▪ Weekly updates from Head for staff ▪ Regular meetings with line manager to assess workload ▪ BET Covid Equality Impact Assessment adopted and shared			
Staff deployment				
▪ Review any staff deployment changes needed. ▪ Ensure ratios for regulated activity are maintained and that staff have the required skills, expertise, and experience to carry out their work.	▪ Staff timetable communicated and monitored regularly to ensure that the children's needs are met appropriately.			
Supply staff and other temporary or peripatetic staff				
▪ Ensure that any visiting staff are provided with information on the school's COVID-19 arrangements as soon as possible after booking. ▪ Where visiting teachers, support staff or specialists are working with multiple schools' particular attention should be given to social distancing and hygiene measures.	▪ All visitors are asked to sign Covid declaration via website before attending school ▪ All visitors are briefed on Covid measures in relation to the areas they are accessing / children's needs.			
Other support: Volunteers and ITT trainees				
▪ Ensure that any volunteers or trainees are provided with information on the school's COVID-19 arrangements and make sure they adhere to them. ▪ Mixing of volunteers across groups should be kept to a minimum.	▪ No volunteers currently engaging in school. ▪ ITT trainees are continuing to come into host school and have been briefed with necessary measures.			
Staff working remotely				
▪ All staff working remotely to undertake DSE assessment and home working checklist. ▪ All staff to be provided guidance on setting up a safe and suitable work area.	▪ Home risk assessments completed and returned during summer. ▪ Regular check-ins with staff working from home. ▪ Meetings to continue to take place over Teams so all staff remain engaged and connected			

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Ensure regular communication with staff working remotely.				
Transport (DfE page 42)				
Dedicated school transport, including statutory provision				
▪ How pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school/ ▪ Use of hand sanitiser upon boarding and/or disembarking. ▪ Additional cleaning of vehicles. ▪ Organised queuing and boarding where possible. ▪ Maximise social distancing within vehicles wherever possible. ▪ Through ventilation of fresh air (from outside the vehicle) is maximised, particularly through opening windows and ceiling vents. ▪ Children and young people aged 11 and over are advised to wear a face covering when travelling on dedicated transport. ▪ Ensure the transport provider is aware of any timetable changes and are adhering to government guidelines. ▪ Seek a copy of their risk assessment and operating plan.	▪ N/A			
Wider public transport				
▪ Can school start / end times be staggered to avoid peak times? ▪ Encourage parents, staff, and pupils to walk or cycle to school if possible. ▪ Consider using 'walking buses'. ▪ Work with the local authority to promote safe cycling routes. ▪ Advise persons using public transport to follow safer travel guidance e.g. wearing of face coverings.	▪ A small minority of children use taxis to come to school ▪ All our communication has asked that parents consider all other possible options before using public transport ▪ If this is not possible, we have asked parents to notify us and we have issued further guidance in relation to travelling safely and the use of face coverings.			
Pupils travelling from abroad				

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Where pupils travel from abroad to attend a boarding school you will need to explain the rules to pupils and their parents before they travel to the UK. ▪ Anyone who is not a British or Irish national, or who does not have the right to reside in the UK, who has travelled from or through a 'red list' country in the previous 10 days, is not permitted to enter the UK and should be told not to travel. ▪ Guidance has been issued on the quarantine arrangements for boarding school students travelling to attend a boarding school in England who meet the UK entry requirements and have travelled from or through a 'red list' country in the previous 10 days. ▪ The rules for pupils travelling from amber and green list countries are different and are explained in the rules for entering guidance. ▪ Pupils travelling from amber list countries may quarantine at home or at accommodation provided by their school for 10 days. ▪ Pupils travelling from green list countries do not need to quarantine unless their COVID-19 test result is positive. ▪ You should have plans for the collection and transfer of pupils travelling from red and amber list countries, from their point of arrival, and put in place suitable arrangements for their quarantine, which may be in the school's boarding accommodation.	▪ School are aware of where children / families have travelled abroad – this is managed on a case-by-case basis in line with government guidelines			
School meals (DfE page 45)				
▪ Confirm with catering providers (including in-house provision) that all relevant safety procedures are in place and that they are adhering to current government guidelines. You may ask to see a copy of their risk assessment as well.	▪ Meeting with Janet Lomax from Twelve 15 to ensure that our kitchen team is adhering to guidelines ▪ Arrangements for the logistics of lunchtime, additional sitting and how children collect lunches, without coming			

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Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Ensure that catering providers (including in-house provision) are aware of any changes to lunch times and operating practices you have made.	into contact with another bubble agreed with Catering Manager and catering team. ▪ Hot meals are available in school – for the younger children, lunch is served on plates; for the older children on bio-degradable clam shells. ▪ Children with allergies to wear green lanyards with their details so that all staff are aware.			

Estates (DfE page 49)

▪ Maintain existing class sizes	▪ Class sizes will be maintained.			

Ventilation Systems

▪ Refer to the system of controls section 7 for guidance on keeping occupied spaces well ventilated.	▪ There is a winter ventilation plan in place ▪ See ventilation section above.			

Fire safety

▪ Ensure that all fire safety systems have been maintained and inspected. ▪ Review and update emergency plans and assembly points as required. ▪ Brief staff on any changes to arrangements. ▪ Consider if limited evacuation drills may be beneficial e.g. by year group to allow for social distancing.	▪ Fire alarm maintenance is up to date ▪ Fire procedures are up to date and have been circulated as a reminder to staff. ▪ Ensure appropriate signage in place. ▪ Fire alarm drill has been completed for the autumn term and a further drill is planned for spring term			

Opening after reduced occupancy

▪ Ensure all little used water outlets are flushed through. ▪ Check and test all relevant safety critical devices ▪ Carry out a visual site inspection to identify any issues that may need remedying before full opening. ▪ Ensure normal maintenance and inspection activities take place, including contractor visits ensuring that statutory maintenance and inspection are carried out.	▪ School has been in full use during lockdown. ▪ Weekly flushing of little used outlets is ongoing. ▪ Monthly legionella checks are up to date. ▪ Routine statutory inspections are in place and up to date. ▪ Visual site inspection to identify any issues that may need attention.			

Educational visits (DfE page 50)

Educational day visits ▪ In line with the roadmap, schools were able to resume educational day visits from 12 April.	▪ No educational visits are currently taking place. ▪ Residential visits traditionally scheduled for spring / summer each year have been deferred.			

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
• Any educational day visits must be conducted in line with relevant coronavirus (COVID-19) secure guidelines and regulations in place at that time. This includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination. • Schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely. As part of this risk assessment, schools will need to consider what control measures need to be used and follow wider advice on visiting indoor and outdoor venues. Schools should consult the health and safety guidance on educational visits when considering visits. **Domestic residential educational visits** • In line with the roadmap, schools can undertake domestic residential education visits, from 17 May. • Any domestic residential educational visits must be conducted in line with relevant COVID-19 guidance and regulations in place at that time. • You should keep children within their consistent groups (bubbles) for the purpose of the visit. **International visits** • The government has now published red, amber and green list rules for entering England. • Given the complexities attached to international travel at this stage of the pandemic, we recommend schools do not go on any international visits this academic year up to and including 5 September 2021.				
Transitional, taster and open days (DfE Page 49)				
You should complete thorough risk assessments before running transitional, taster and open days to ensure that they	• Risk assessments to be undertaken for planned new Reception induction events.			

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
are run in line with your system of controls and align with the advice contained within this guidance and the roadmap out of lockdown.				
School uniform (DfE page 50)				
▪ Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. ▪ In colder weather consider amendments to the uniform policy.	▪ Full school uniform to be worn. This has been communicated to parents in the re-opening letter. ▪ As per ventilation plan, additional base layers can be worn. ▪ Wellbeing lead is mindful of parents who may have difficulties accessing uniform. ▪ Second hand uniform available from school. ▪ Children to wear PE kit all day on designated PE days – parents to be advised of the allocated day and alerted that this may change at short notice depending on staffing. No changing of clothes within school.			
Wraparound provision and extra-curricular activity (DfE page 51)				
▪ You should be working to resume all your before and after-school educational activities and wraparound childcare for your pupils. ▪ All parents may access wraparound and extra-curricular provision for their children, without any restrictions on the reasons for which they may attend. ▪ You should continue to work closely with any external wraparound providers which your pupils may use to minimise mixing between children. This can be achieved by taking steps such as trying to keep children in consistent groups as described below. ▪ Where providers are offering organised activities for children, such as wraparound childcare or extra-curricular activities are outdoors, this can currently happen in groups of any number. ▪ From 17 May, in line with the commencement of Step 3 of the roadmap, where wraparound and other extra-	▪ Breakfast club will not take place for the summer term, as it is not possible with the small numbers in attendance to secure consistent bubbles. ▪ There will be no after school clubs during the summer term.			

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:

curricular activities for children are taking place indoors, they will be able to take place in groups of any number.
▪ However, it remains important to continue to minimise mixing between children, where possible. This can be achieved by continuing to keep children in consistent groups every time they attend the setting. Smaller groups should be considered when it is not possible to do this. When considering appropriate group sizes it will be important to take into account factors such as the recommended occupancy levels of the premises you are operating from and levels of ventilation. For example, guidance for providers of grassroots sport and sport facilities recommends that the maximum occupancy of an indoor facility should be limited by providing a minimum of 100sqft per person.
▪ Where parents are using external childcare providers or out of school extra-curricular activities for their children, you should also:
   ▪ Advise them to limit their use of multiple out-of-school settings providers, and to only use one out-of-school setting in addition to school as far as possible.
   ▪ Encourage them to check providers have put in place their own protective measures
   ▪ Send them the link to the guidance for parents and carers
▪ If you hire out your premises for use by external wraparound childcare providers, such as after-school or holiday clubs, make sure these organisations have:
   ▪ Considered the relevant government guidance for their sector
▪ Put in place protective measures				

Curriculum (DfE Page 52)				

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
Music, dance, and drama in school				
- You should continue teaching music, dance, and drama as part of your school curriculum, especially as this builds pupils' confidence and supports their wellbeing. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance or drama takes place. - Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, including guidance provided by the DCMS for professionals and non-professionals, available at working safely during coronavirus (COVID-19): performing arts. - Schools can continue to engage peripatetic teachers during this period, including staff from music education hubs. Further information on the music education hubs, including contact details for local hubs, is available at music education hubs published by the Arts Council England. - Schools that offer specialist, elite provision in music, dance and drama should also consider this guidance alongside the DCMS guidance on the performing arts. Specialist provision delivered by further education (FE) providers or higher education (HE) providers should consider the respective DfE guidance for these sectors. **Minimising contact between individuals** - The overarching objective should be to reduce the number of contacts amongst pupils, and between pupils and staff, including for rehearsal and performance. As set out in the system of controls, this can be achieved through keeping groups separate (in bubbles) and through maintaining social distance between individuals. These are not alternative options. Both measures will help, but the	- No whole school assemblies will take place (and therefore no singing) - Socially distanced music lessons (guitar / ukulele only) will be permitted in either the school hall or the school meeting room, according to a pre-agreed timetable. - Dance and drama takes place in bubbles as part of the curriculum. - Year 6 production is being planned and will be risk assessed, but is likely to be recorded for later dissemination to parents, subject to safeguarding considerations and parental consent.			

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
balance between them will change depending on the age of pupils, the layout of the building, and the feasibility of keeping groups separate from each other while offering a broad curriculum. ▪ If staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. ▪ You should take particular care in music, dance, and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama. ▪ Additionally, you should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones. If they are shared, follow the guidance on handling equipment and instruments. **Performances** ▪ If planning an indoor or outdoor face-to-face performance in front of a live audience, you should follow the latest advice in the working safely during COVID-19 in the performing arts guidance, which provides details of how to manage audiences as well as carry out performing arts safely. If planning an outdoor performance you should also give particular consideration to the guidance on delivering outdoor events.				

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ <mark>You may wish to still consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission.</mark> **Singing, and playing wind and brass instruments in groups** ▪ Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow and strict social distancing and mitigation can be maintained. ▪ When planning music provision, you should consider additional specific safety measures. There is some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place. The government has published advice on safer singing. **Playing outdoors** ▪ Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, consider limiting the numbers in relation to the space. **Playing indoors** ▪ If indoors, use a room with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limit the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation. **Social distancing** ▪ In the smaller groups where these activities can take place, schools should observe strict social distancing between				

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate. Pupils should use seating where practical to help maintain social distancing. **Seating positions** ▪ Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player. **Microphones** ▪ Use microphones where possible or encourage singing quietly. **Handling equipment, instruments, and scripts** ▪ Require increased handwashing before and after handling equipment, especially if being used by more than one person. ▪ Avoid sharing equipment wherever possible. Place name labels on equipment to help identify the designated user, for example, percussionists' own sticks and mallets. ▪ If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following government guidance on cleaning and handling equipment. ▪ Instruments should be cleaned by the pupils playing them, where possible. ▪ Limit handling of music scores, parts and scripts to the individual using them. **Suppliers**				

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Consider limiting the number of suppliers when hiring instruments and equipment. You should agree whose responsibility cleaning hired instruments is with the suppliers. Clean hire equipment, tools or other equipment on arrival and before first use. Equipment and instruments should be stored in a clean location if you take delivery of them before they are needed, and they should be cleaned before first use and before returning the instrument. ▪ Pick up and drop off collection points should be created where possible, rather than passing equipment such as props, scripts, scores and microphones hand-to-hand. **Individual lessons** ▪ Individual lessons in music, dance and drama can continue in schools and organisations providing out of school childcare. This may mean teachers interacting with pupils from multiple groups, so you will need to take particular care, in line with the measures on peripatetic teachers. ▪ If there is no viable alternative, music lessons in private homes can resume, following the same guidelines, and additionally following the government guidance for working in homes, and the guidance for out-of-school provision. ▪ In individual lessons for music, dance and drama, social distancing should be maintained wherever possible, meaning teachers should not provide physical correction. **Drama** ▪ In addition to general control measures in schools there should be appropriate planning and consideration for delivering practical activities in Drama. This would be expected to be led by the department. ▪ Reference should be made to national body guidance. Additional relevant information is available in Government				

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
Guidance for people who work in performing arts, including arts organisations, venue operators and participants. ▪ Open Drama UK have produced a free guide on Supporting practical group work in drama studios post Covid-19 lockdown.				
Physical activity in schools				
▪ Prioritise outdoor sports wherever possible. ▪ Large indoor spaces can be used, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils and paying scrupulous attention to cleaning and hygiene. ▪ External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. ▪ Pupils should be kept in consistent groups. ▪ Sports equipment should be thoroughly cleaned between each use by different individual groups. ▪ Activities such as active miles, making break times and lessons active and encouraging active travel can help pupils to be physically active while encouraging physical distancing.	▪ PE will mainly be delivered by Pro Direct and Woking FC ▪ PE will take place outside where possible ▪ PE will take place within bubbles. ▪ PE equipment to be cleaned between use ▪ No contact sports. ▪ Children to wear PE kit all day on designated PE days.			
Science				
▪ Science department should review what practical sessions can be delivered and update risk assessments and lesson plans accordingly. ▪ Key considerations for practical activities include supervising pupils, management of science equipment, demonstrations instead of practical activities, transferring specialist equipment between bubbles, cleaning or	▪ Science experiments will take place within a bubble and equipment is sanitised after use.			

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
quarantining of equipment, access to PPE especially where supplies were donated to the NHS. ▪ Reference should be made to latest CLEAPSS guidance.				
Design & Technology				
▪ Design & Technology department should review what practical sessions can be delivered and update risk assessments and lesson plans accordingly. ▪ Key considerations for practical activities include supervising pupils, managing movement in the room, management of equipment, demonstrations instead of practical activities, transferring specialist equipment between bubbles, cleaning or quarantining of equipment, access to PPE especially where supplies were donated to the NHS. ▪ Reference should be made to latest CLEAPSS guidance.	▪ DT will take place within a bubble and equipment is sanitised after use.			
Art				
▪ Art department should review what practical sessions can be delivered and update risk assessments and lesson plans accordingly. ▪ Key considerations for practical activities include supervising pupils, managing movement in the room, management of equipment, demonstrations instead of practical activities, transferring specialist equipment between bubbles, cleaning or quarantining of equipment, access to PPE especially where supplies were donated to the NHS. ▪ Reference should be made to latest CLEAPSS guidance.	▪ Art will take place within a bubble and equipment is sanitised after use.			
Education, Health and Care (EHC) Plans (DfE page 59)				
▪ Liaise with partner organisations to deliver EHC plans. ▪ Undertake timely planning for placements in September.	▪ Risk assessments in place for children with EHC plans. ▪ External partners are able to attend school to undertake therapies / interventions etc as required, or supported to access virtually if this is their preference.			

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	▪ Individual plans for each EHCP child have been devised and shared with parents to set parameters for working with them and appropriate use of touch.			

Behaviour, discipline, and wellbeing expectations (DfE page 59)

▪ Specific pupils with challenging behaviour should be identified and a risk assessment completed for each pupil with regards to the increased risk to others from the spread of coronavirus because of their behaviour. ▪ This could include pupils who would not normally require an individual approach but with the new measures in place may require an assessment. ▪ Additional measures and PPE may be required for staff in some circumstances. ▪ School behaviour policy to be reviewed to take account of COVID-19 and any new measures in place.	▪ Behaviour policy has been reviewed and shared with staff, pupils and parents ▪ Individual behaviour plans for children who need support to meet behaviour policy ▪ Individual risk assessments to be undertaken for children with specific needs ▪ PPE to be available for staff if necessary, as highlighted on risk assessment			

Pupil wellbeing and support

▪ Consider the provision of pastoral and extra-curricular activities for pupil wellbeing and support. ▪ Provide more focused pastoral support where issues are identified that individual pupils may need help with, including support resources available from DfE and partners. ▪ Consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school.	▪ Letter has been sent to all parents asking them to make the school aware of any changes, significant events or how their child is feeling about returning to school. ▪ Increased SEMH / pastoral support in place for children with identified needs. ▪ Whole school PSHE curriculum to focus on wellbeing.			

Safeguarding (DfE page 63)

▪ Review child protection policies. ▪ Coordinate with other agencies and services to ensure support is in place for children.	▪ Covid safeguarding addendum for the safeguarding policy has been written and reviewed ▪ Close liaison with external services ▪ Use of CPOMs has continued during this period.			

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Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
First aid and care provision				
- Consider limiting numbers in first aid rooms, cleaning the area after treatment, PPE for first aiders and thorough hand washing. PPE can include fluid resistant masks, gloves, aprons, goggles, or face shields. - Have first aiders and welfare staff been made aware of the measures in place and been provided with appropriate training and equipment. - Incidents must be recorded as per the school's normal arrangements.	- Most staff have first aid training – training is planned for new staff and those with refresher courses due. - Names of staff with paediatric first aid training are displayed in the medical room. - PPE equipment is available in each classroom. - First aid to take place within bubbles. - First aid protocols have been written and shared as a reminder with all staff as well as displayed prominently. - Designated place for children to wait if they are unwell or showing symptoms to protect the safety of other children and staff - Any children who are unwell will have a temperature check and parents will be informed that this has happened. - Staff briefed on guidance to follow if a child has symptoms - A plan has been devised identifying who the first aiders are and where to seek advice if needed so that a first aider can advise from the doorway - Bubble staff are responsible for keeping a track of cleaning, PPE and First Aid equipment and should contact the office if they need more.			
Contingency planning for outbreaks (DfE page 66)				
- Review plans against the DfE contingency framework. - Have plans in place for high quality remote provision of education.	- Parents asked to let school know if contact details have been changed. - Any communication to go through Scopay and the school website. - Remote learning plan is in place and delivered through Seesaw and Microsoft Teams.			

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