

Recovery Plan and Risk Assessment



Overarching Guidance for all staff:

In all education, childcare and social care settings, preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced. These include:

- ✓ minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges
- ✓ cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands and wrists are covered
- ✓ ensuring good respiratory hygiene - promote the 'catch it, bin it, kill it' approach
- ✓ cleaning frequently touched surfaces often using standard products, such as detergents and bleach
- ✓ minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)

Staff Expectations:

1. Do not come to work if you have coronavirus symptoms or go home as soon as these develop (informing the Headteacher) and access a test as soon as possible. Tests are booked via <https://self-referral.test-for-coronavirus.service.gov.uk/> if you require further guidance you can email covid19testing@wirral.gov.uk
2. Clean your hands and wrists more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
3. Use the 'catch it, bin it, kill it' approach.
4. Avoid touching your mouth, nose and eyes.
5. Clean frequently touched surfaces often using standard products, such as detergents and bleach. Ask pupils to wipe their allocated desk before and after use in your teaching areas.
6. **Modify your teaching approach to keep a distance from children in your class of 2 meters, close face to face contact should be avoided at all times. Support can be provided via the whiteboard or mini-whiteboards for pupils.**
7. Do not call pupils to the front of the class or go to their desk to check on their work. Pupils should remain in their seats and not move around the room. Small group sizes will ensure that help and support can be delivered remotely from the front of the room.
8. Ensure that pupils follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. reminder posters will be displayed in each room to remind staff and pupils of the new way of working.
9. Prevent your class from sharing equipment and resources (like stationary). Each pupil will have their own equipment allocated; they should wipe this at the end of the school day.
10. Keep your classroom door and windows open if possible, for air flow.
11. Limit the number of children from your class using the toilet at any one time. Communicate with duty to avoid pinch points during the school day.

12. Limit your contact with other staff members, and don't congregate in shared spaces, especially if they are small rooms.
 13. Make sure you've read the school's updated behaviour policy and know what role in it you're being asked to take.

Aspect	Measures to Implement	DfE Guidance	Notes	Risk					
Staffing & coms	<ul style="list-style-type: none"> ▪ Initial staff meeting to share new policies and procedures to ensure COVID readiness ▪ Individual risk management meetings with staff who fall into the extremely vulnerable and vulnerable groups. This may include home working where possible. ▪ Red amber green RA to be carried out weekly for staff to ensure their mental and physical health is taken into account. ▪ Coaching / supervision sessions with staff to address anxiety and stress levels to facilitate a return to school. ▪ Individual support packages and interventions for staff. ▪ Dynamic RA review (weekly) by SLT shared with staff by email. ▪ Staffing rota established to ensure only vital staff are present in school – emailed each week to staff. ▪ Admin teams: two colleagues in the front office one in the back office maximum. 	<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>Clinically Vulnerable Group</p> <p>TG,IK , DG, ACL, LP, LM, DB</p> <p>Extremely Clinically Vulnerable</p> <p>CS (Carer)</p>	H					
Staffing Rotas	<ul style="list-style-type: none"> ▪ SLT – all members on site during the school day. ▪ Staff to be split into teams as below to limit their contacts with pupils whilst in school. This should stay in place for the duration of the half-term. ▪ Pupils will be assigned a study room to limit movement around the building. Pupils will eat lunch in these rooms to reduce contacts. ▪ <table border="1" data-bbox="277 1118 1133 1455"> <thead> <tr> <th data-bbox="277 1118 1133 1155">Delivery Teams (Bubbles)</th> </tr> </thead> <tbody> <tr> <td data-bbox="277 1155 1133 1257">Team/Bubble 1 - Children of key workers & vulnerable pupils continue to attend</td> </tr> <tr> <td data-bbox="277 1257 1133 1310">Team/Bubble 2 – Flexible Learning programme and Alternative provision</td> </tr> <tr> <td data-bbox="277 1310 1133 1362">Team/Bubble 3 - Year 10 start returning to school</td> </tr> <tr> <td data-bbox="277 1362 1133 1455">Team/Bubble 4 – Re-engage any LAC, CIN, CP that have refused school provision</td> </tr> </tbody> </table>	Delivery Teams (Bubbles)	Team/Bubble 1 - Children of key workers & vulnerable pupils continue to attend	Team/Bubble 2 – Flexible Learning programme and Alternative provision	Team/Bubble 3 - Year 10 start returning to school	Team/Bubble 4 – Re-engage any LAC, CIN, CP that have refused school provision	<p>Keep cohorts together where possible and ensure that:</p> <ul style="list-style-type: none"> ▪ 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. ▪ 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– rotation of staff should be kept to a minimum to reduce contacts. 	<p>Two members of staff on duty to supervise toilet breaks and timeouts.</p> <p>Team 2 – staff and pupil movements will be kept to a minimum between rooms 3 & 4</p>	M
Delivery Teams (Bubbles)									
Team/Bubble 1 - Children of key workers & vulnerable pupils continue to attend									
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Team/Bubble 3 - Year 10 start returning to school									
Team/Bubble 4 – Re-engage any LAC, CIN, CP that have refused school provision									

	Team/Bubble 5 – Re-engage additional pupils TBC / Year 6 induction			
Pupils	<ul style="list-style-type: none"> ▪ Vulnerable pupils will continue to attend school, taking into account parental views, transport and risk assessment. The pupils are defined as those who: <ul 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 ▪ Year 10 pupils to return on [date], taking into account LA approval, parental views, transport and risk assessment to allow a phased re-opening. ▪ A wider opening of school to other pupils when safe to do so this will require a full dynamic review of this risk assessment. ▪ School will take account of pupils travel plans to avoid the use of public transport, thereby limiting transmission on the way to school. ▪ CBRA’s will be updated for pupils with a history of RPI as they return to the school site. These will be shared with parents 	<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. Challenging behaviour risk assessment will be taken into account to ensure social distancing for staff and pupils is achievable.</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 	<p>ML and SLT to identify and update movement plans to challenging behaviour risk assessments (CBRA).</p> <p>CBRA discussed with parents and carers prior to pupils attending school. Alongside expected personal hygiene expectations.</p> <p>These will be shared at briefings prior to contact with pupils.</p> <p>Pupils will discuss these with SLT as they return to school.</p>	H

	<p>and carers prior to a return to school.</p>	<ul style="list-style-type: none"> • 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>Children and young people who are considered extremely clinically vulnerable and shielding should continue to shield and should not be expected to attend.</p> <p>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.</p> <p>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>		
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<p>Behaviour Policy</p>	<ul style="list-style-type: none"> ▪ Changes to the school day will be discussed with parents, carers and pupils prior to and upon a return to school. ▪ Clear reminders will be displayed in each teaching area of the expectations for staff and pupils e.g. only use your own equipment, stay 2 meters apart at all times, stay in your seat and ask for permission to leave the room. ▪ Children who do not follow strict rules will be given a clear warning. If they continue to disobey / disregard the strict rules on social distancing and or hygiene routines, then the leadership team will contact parents and that pupil will be sent home. These pupils will require a CBRA update assessments before they return to school. <u>This may result in a more long term exclusion from school, if the risks to other stakeholder cannot be diminished to an acceptable level.</u> ▪ New systems will be place for arrival, departure, moving around the school, classroom expectations and meeting the basic needs of pupils e.g. toileting and lunch. ▪ See addendum to the behaviour policy for Kilgarth School June 2020. Parents, carers and pupils will be made aware of these expectations upon transition back to school. ▪ RPI is currently suspended in our setting due to the transmission risk of COVID-19. 	<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> <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 	<p>RPI needs close contact to make it effective. RPI is currently suspended as it requires close contact and is not in line with current government advice and guidance.</p> <p>Kilgarth recommends that staff will follow the minimum requirements to shout stop and seek to keep pupil and staff safe until assistance can be sought.</p> <p>PPE equipment is not available in school to protect staff during RPI.</p> <p>Parents must guarantee that they are available to attend school in a crisis and escort pupils home.</p>	<p>M</p>
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		spitting at or towards any other person <ul style="list-style-type: none"> • clear rules for pupils at home about conduct in relation to remote education • rewards and sanction system where appropriate <p>Identify any reasonable adjustments that need to be made for students with more challenging behaviours. For example, pupils that cannot maintain social distancing, pupils may bite or spit at staff or pupils with a history of ground recovery.</p>		
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Actions / Barriers:

- **Interim timetable produced for HT3.2 including teaching teams and rooms - SLT**
- **Expectations shared with parents, carers and pupils before recompensing education**
- **Implement new systems to ensure the basic needs of pupils are met safely e.g. safe toileting, pupil property storage and dinner/break times**
- **Pupils will be asked to limit items brought to school to limit storage of items during the day.**
- **Challenging behaviour risk assessment to be updated weekly by the leadership team in conjunction with ML**
- **Ensure that pupils travel to school in a way that limits transmission e.g. avoiding public transport**

PPE	<ul style="list-style-type: none"> ▪ All staff and pupils to wear a facial covering if they are required to be closer than 2 meters to colleagues or pupils e.g. in a first aid emergency. ▪ For staff or pupils who are showing symptoms - If contact with any person is necessary then gloves, an apron and a face shield should be worn by the supervising adult. If person is this unwell the school should consider a 999 call. ▪ Staff should not wear gloves unless directed to do so in medical emergencies. ▪ Children should not wear masks or gloves whilst on school site unless it is a specific requirement of an individual risk assessment. ▪ Staff to have training about safe removal and application of PPE masks and other equipment. Information given about how to store masks when not in use. ▪ Children to be taught how to safely remove and apply masks if they are required. ▪ Contenance issues and soiling should not be dealt with by 	<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 	There is currently contradictory evidence with regard to infection and transmission in younger pupils.	H
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	<p>staff. Parent should be rung immediately, and child sent home.</p> <ul style="list-style-type: none"> ▪ Kitchen should have a protective Perspex screen installed for kitchen staff to stand behind – additional controls will be implemented e.g. meals will be taken to pupils to avoid contacts with kitchen staff. ▪ Cleaning equipment will be available in each room e.g. disinfectant spray, paper towels, and hand gel dispensers. Additional bins, with lids, will be in place in all rooms to allow pupils to safely dispose of tissues and wipes without walking around the room. 	<p>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.</p> <ul style="list-style-type: none"> ▪ 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 2 metres from others. PPE is only needed in a very small number of cases including: <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 		
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Actions / Barriers:

<ul style="list-style-type: none"> ▪ SLT to ensure that an adequate supply of PPE is available in school to protect all stakeholders e.g. gloves, aprons, face shields and masks • SLT to ensure that staff, parents/carers and pupils are aware of new systems and policies. 				
Class Size and Groups	<ul style="list-style-type: none"> ▪ Social distancing applies at all times in our environment. ▪ No more than <u>two</u> in one class group – due to the limited size of our classrooms this allows for social distancing and for a clear route out of the room for pupils in a crisis. ▪ Rooms will be set up appropriately – floors marked with tape, excess furniture removed, cleaning equipment box, extra bins, expectation posters and H&S room maps displayed outside/inside each room. ▪ Staff ratios no more and 1:2 to allow for more remote didactic teaching. ▪ Pupils will remain in their teaching teams to reduce contacts; they will be limited to one or two classrooms. Pupils will eat dinner in these areas to reduce movement around the building. ▪ Teachers will move around the building to pupil locations to keep corridor traffic to a minimum. ▪ Time out spaces will be provided in the hub in conjunction with the duty staff. 	<ul style="list-style-type: none"> ▪ Each class size to be assessed. Each group to have 2 class rooms to allow break out area to allow for pupils to have time out in a safe space and allow staff to deal safely with challenging behaviour that may arise with space necessary for social distancing ▪ 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 5 pupils to allow social distancing and staff time needed to deal with SEMH needs. ▪ Desks should be spaced as far apart as possible. 		M
Actions / Barriers:				
<ul style="list-style-type: none"> • The size and layout of our building prevents us expanding class sizes to more than two pupils whilst maintaining social distancing. This gives us an upper limit of 5 Teams/ Bubbles that can operate in school on any one day. 				
Teaching Teams	<ul style="list-style-type: none"> ▪ Were possible pupils will arrive to school at staggered times, this is LA transport dependent. ▪ Children and staff should not mix with other classes to reduce the number of contacts and therefore reduce potential transmission. Changes to staff teams should be kept to a minimum unless absolutely required to continue the education of pupils. ▪ Break and lunch times will be supervised by the staff working with that team of pupils. ▪ Pupils will finish their school day at 13:00hrs to reduce contacts during socials times. This will allow staff lesson planning time before the premises staff arrive to clean the building at 2:30pm. 	<p>Keep cohorts together where possible and ensure that:</p> <ul style="list-style-type: none"> ▪ 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 ▪ 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 	<p>Collection and drop off points need to be carefully considered.</p> <p>Duty will manage drop offs and pickups to ensure that contacts are not made at this time.</p>	M

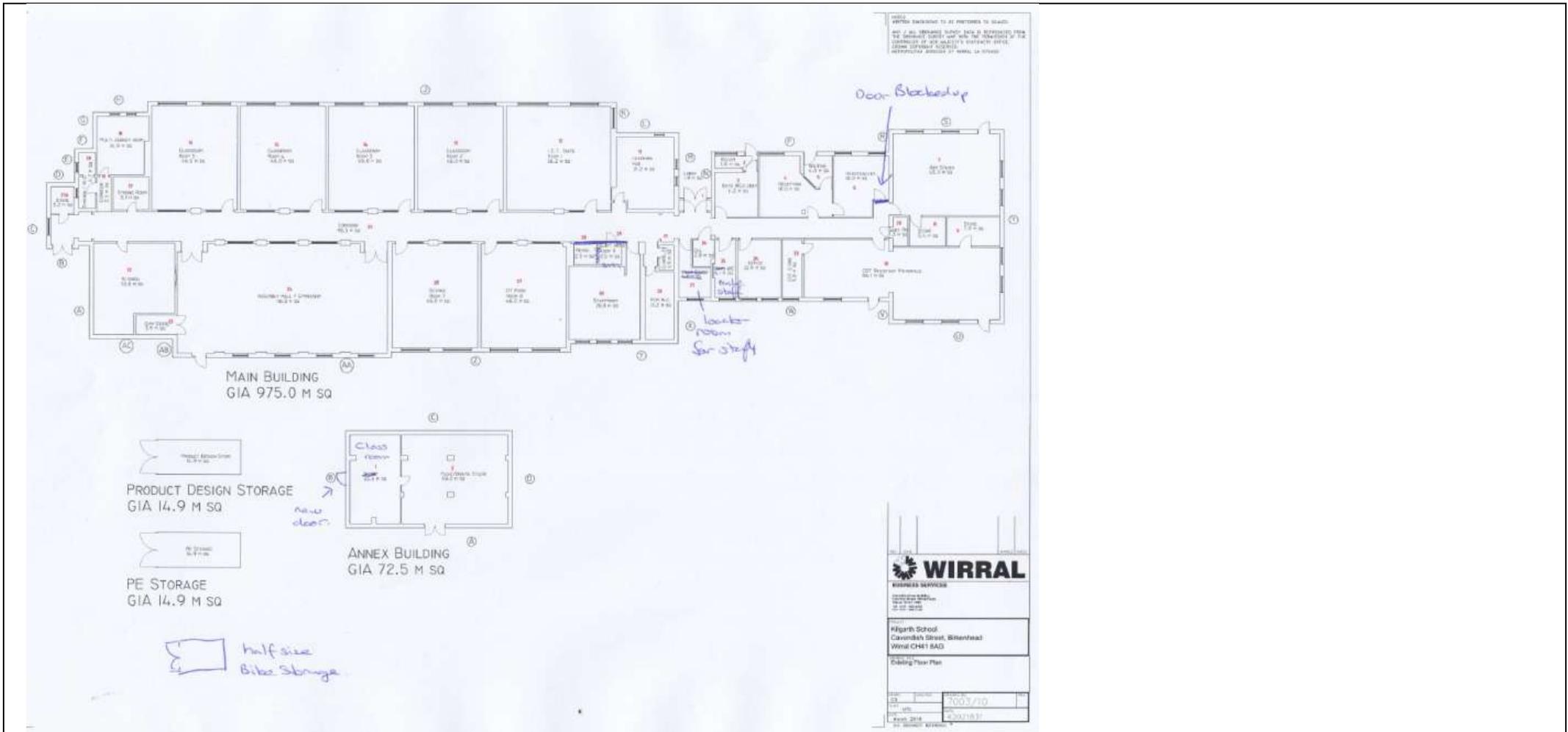
		<ul style="list-style-type: none"> ▪ subject specialist rotation of staff wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days 		
Actions / Barriers: <ul style="list-style-type: none"> • Staff available to work with pupils in Teams/Bubbles limits this to a maximum of 5 each working in the building at any one time. 				
Physical Building	Teaching Classrooms: <ul style="list-style-type: none"> ▪ One child per single or double desk, floor marking will ensure its position for social distancing (2 meters minimum). All other excess will be removed from the room. ▪ Floor marking will denote zones for pupils to stay within, these will also allow sufficient space for safe movement in and out of the rooms. ▪ Door closers to be removed and doors to be wedged open at all times including toilet doors (exceptions will be staff and disabled) and bearing in mind fire safety and safeguarding considerations. ▪ Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation. ▪ Windows to be open at all times to allow good ventilation in all areas. Property Storage: <ul style="list-style-type: none"> ▪ Pupil property & lunches will be stored as usual, in property bags to limit transmission from surfaces. Pupils will be discouraged from bringing anything from home that is unnecessary. 	<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 the day. Seat students at the same desk each day if they attend on consecutive days. <p>Use of outdoor will be used when possible:</p> <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 		M

	<p>Corridor:</p> <ul style="list-style-type: none"> ▪ Corridors to be marked with yellow tape for all stakeholders to maintain a distance of 2 meters, duty staff will carefully manage any transition of pupils between rooms. Staff will move to pupils to minimise these possible contacts. ▪ One way circulation may need to be implemented as numbers grow however this will require movement outside of the building. <p>Staff Room:</p> <ul style="list-style-type: none"> ▪ All non-essential items removed from the room. ▪ Floor markings denote zones for staff to stay within; these will also allow sufficient space for safe movement in and out of the room. ▪ Cleaning equipment available for staff to wipe down surfaces before and after uses. Staff to use their own drinking cups and place in dishwasher with other used crockery, to sanitise. <u>Staff will not make drinks for other staff.</u> ▪ Additional spaces such as Room 8 for staff to use for non-contact time, lunches and break times. <p>Office spaces:</p> <ul style="list-style-type: none"> ▪ Office staff to use the same computer area and telephones throughout the day. Clean thoroughly after use and at the end of each day. ▪ Desks should be clear of personal belongings to prevent contact with these by others utilising the workspace. ▪ Where colleagues need to share a telephone, this must be cleaned thoroughly after each use. ▪ Windows to be open at all times to allow good ventilation in all areas. <p>Outdoor Spaces:</p> <ul style="list-style-type: none"> ▪ Where lessons and weather permit, learning is to take place outside; teachers should use outdoor education wherever possible. Duty staff will carefully manage any 	<p>cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read</p>	
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	<p>transition of pupils between inside and outside of the building at all times of the day.</p> <ul style="list-style-type: none"> ▪ Outdoor or sports equipment, however, should not be used unless sufficient cleaning of the equipment can be completed after any activity. ▪ Children are not to enter the building alone during break time unless for the toilet, staffing must allow for pupils to be escorted back into the building for toileting. <p>Signage:</p> <ul style="list-style-type: none"> ▪ Signage to remind all of social distancing, movement around building should we move to a one way system. ▪ Social distancing floor plans will be displayed outside / inside each room to remind staff of the social distancing expectations. ▪ Yellow floor tape on floor will be used in all areas to create social distancing zones. ▪ Hand sanitiser posters / hand washing posters will be displayed outside / inside toilets and near sinks. Hand sanitiser will 			
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<p>Rooms available for use:</p> <p>Room 1 - [staff to pupil ratio 1:2]</p> <p>Room 2 - [staff to pupil ratio 1:2]</p> <p>Room 3 - [staff to pupil ratio 1:2]</p> <p>Room 4 - [staff to pupil ratio 1:2]</p> <p>Room 5 - [staff to pupil ratio 1:2]</p> <p>Room 8 – [staff to pupil ratio 1:1] this will be limited to one afternoon per week for the FLP staff.</p> <p>GYM - [staff to pupil ratio 1:2]</p> <p>Hub – Time out space - [staff to pupil ratio 1:1]</p>	
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<p>Flexible Learning Programme:</p> <p>FLP base - [staff to pupil ratio 1:1]</p>	<p>ed by [HT] JW 22/05/2020 Agreed by SS [Chair of Governors] 25/05/2020</p>
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<p>Teaching, Learning and Curriculum</p>	<p>Lessons and activities will be decided by senior leaders during the initial planning phase but will include:</p> <p>English / Maths / Science in addition to foundation subjects and activities to foster positive mental health</p> <ul style="list-style-type: none"> Marking to be done by children in green pen through teacher led via the white or interactive board. Staff will not physically mark pupils work to limit possible transmissions. Pupils work is not to be taken home from marking, other remote methods 	<p>Team staff in consultation with senior leaders will:</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 will be minimal due to current situation.</p>	<p>M</p>
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	<p>such as mini-whiteboards and email will be used for feedback.</p> <ul style="list-style-type: none"> Oral feedback from teachers will be the main assessment method alongside effective questioning. Pupils can demonstrate their learning on mini-whiteboards or by emailing work to staff. All books to stay on desks in front of the child with their other equipment. Pupils will have personal equipment to use when in the building. They will be responsible for cleaning this and their desk throughout the day. Pupils are assigned a laptop – only they use this machine thereby limiting transmission. 			
Actions / Barriers:				
<ul style="list-style-type: none"> Colleagues and pupil induction meetings to ensure the RA is embedded into all colleagues and pupils daily practices. Prep time will be required to prepare the school/ teaching area prior to pupils returning 				
Social Distancing	<ul style="list-style-type: none"> Physical contact will be avoided by all persons on site Staff, pupils and adults on site should endeavour to stay 2m apart at all times. Strict adherence to this policy will be monitored. To ensure social distancing each teaching room (1-5) can accommodate two pupils and 1 staff. 		Strict limits in terms of teacher pupil ratios will be maintained e.g. 1:2 in all teams/bubbles	M
Timetable for Day	<ul style="list-style-type: none"> Class groups should have staggered break times and lunch times. <p><u>Model School Timetable</u></p> <p>Pupils arrive: 8:45 - 9:00 Lesson 1: 9:00 – 9:50 Lesson 2: 9:50 – 10:40 Break: 10:40 – 10:55 Lesson 3: 10:55 – 11:45 Lunch: 11:45 – 12:10 Lesson 4: 12:10 – 13:00 Pupils depart: 13:00 onwards</p> <ul style="list-style-type: none"> Pupil will be met by staff teams on arrival. Hygiene rules at the start and end of day e.g. wash hands. Break & lunchtime will initially be in the allocated team room to maintain social distance within teams/bubbles. 	<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>Lunch and refreshments will be brought to pupils by duty from the kitchen</p> <p>Breaks and lunches will need to be staggered as numbers increase.</p>	M

	<ul style="list-style-type: none"> Drinks and disposable cups will be available in rooms for pupils to access. 			
Lunchtimes	<ul style="list-style-type: none"> Pupils will wash hands before eating their lunch. Lunch to be eaten at the same desk in the classroom area. Packed lunch bags will be taken to pupils by duty staff. Team/bubble staff to stay with them for their entire lunch time and manage toilet breaks with duty 	<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 	Pupils can order lunches as normal from the kitchen, however flexibility to change will not be possible as pupils will not be attending the servery hatch.	M
Movement-Children	<ul style="list-style-type: none"> Zone maps for each area are displayed outside an inside all rooms in use. Duty will co-ordinate the movement of pupils on the corridor at pinch points e.g. toileting, hand washing and timeouts Two meter zones are marked on corridors using yellow tape to show pupils movement, including clear signage in terms of social distancing and hand washing. A one way system is not required with low numbers of pupils however it will need to be implemented as pupil numbers on site grow over time. Classroom spaces to have teacher only zones at the front of the room clearly marked by yellow tape. Pupil spaces will be clearly marked and will take account of social distancing and safe entry and exit. There will be no excess furniture in the room to allow safe movement of all persons present. Clear expectations will have been set during induction of pupils back to school; these will also be displayed in all areas of the school. These will also be shared with parents and carers by letter and during pre-induction calls with SLT. <ul style="list-style-type: none"> <i>observe social distancing by staying at least 2 metres from staff and other pupils at all times</i> <i>wash their hands thoroughly on arrival at school and before going home</i> <i>wash their hands throughout the day, especially before eating and after using the toilet</i> <i>take extra care to contain coughs and sneezes in a tissue and dispose of them safely in the bins provided</i> <i>stay seated in classrooms and ask permission from staff before leaving the room</i> 	<ul style="list-style-type: none"> accessing rooms directly from outside where possible, stairs to be used only by the staff and pupils who need to access classrooms 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 	The corridor will need to be clearly marked with arrow signs should a one way system be implemented. This would require pupils to walk in outside using fire exits.	M

	<ul style="list-style-type: none"> ▪ <i>take responsibility for sanitising their own work space and equipment using wipes provided</i> ▪ <i>avoid touching equipment belonging to staff or other pupils</i> ▪ <i>leave personal belongings at home to minimise the need for sanitising</i> 			
Movement-Staff	<ul style="list-style-type: none"> ▪ Zone maps for each area are displayed outside an inside all rooms in use. ▪ Teachers can sit together in staffroom - max occupancy is 3 for the size of the room (2 people seated and 1 standing to access the kitchen area). ▪ Teacher should stay in their designated areas as much as possible and take care when crossing on the corridor as it is only 2 meters wide and 1.4 meters at its narrowest. 	<ul style="list-style-type: none"> ▪ stagger the use of staff rooms and offices to limit occupancy 	<p>Staff can eat with pupils but lunchtimes can be staggered were possible.</p> <p>Room 8 could be an additional staff area if more capacity is required.</p>	L
Movement-Parents / Escorts	<ul style="list-style-type: none"> ▪ Parents should not enter the school building under any circumstances, unless in an emergency. ▪ Escorts should not enter the school building under any circumstances. Team/bubble staff will meet them and pupils outside the school building (on the carpark) as they arrive. They can enter reception if required to share information with the admin team. ▪ Markings on the floor for one way only around the school for drop offs and pickups. ▪ Only one parent should drop off and collect children if not on transport. ▪ Parents should wait in vehicles when picking up their children, if on foot meeting points for these pupils will be established on the school yard. ▪ No go zone for teachers to stand to supervise pupils as they arrive and depart. 	<ul style="list-style-type: none"> ▪ encouraging parents and children and young people to walk or cycle to their education setting where possible 	<p>Staff, parents and pupils will require induction to systems and processes as they transition back to school.</p>	L
Working Hours	<ul style="list-style-type: none"> ▪ Teaching and support staff should only enter the school site between 8:15 am and 2:30pm ▪ Flexible working practices / hours will be constantly reviewed to keep footfall low and reduce contacts in the buildings ▪ Cleaner in after 15:00 – 16:00 each day to reduce contacts. ▪ Caretaker before 7:00 - 8:00 & 15:00 – 18:00 each day to reduce contacts. 		<p>Team / bubble staff could work limited hours in the building each day. They can work at home were possible for the remainder of the time. This would require constant SLT review.</p>	L
Premises checks	<p>Cold water systems - including tanks, sinks/basins/showers and drinking water outlets (taps and water fountains)</p> <ul style="list-style-type: none"> ▪ Increase frequency of outlet flushing and temperature monitoring to maintain water quality within the entire system. If 	<ul style="list-style-type: none"> ▪ During partial or full closure, educational settings continue to be responsible for a range of health and safety measures and statutory 	<p>These are already in place at school and school has remained open throughout the</p>	M

	<p>required, consider additional water quality testing at water outlets (closest and further from the main water source) and drinking water outlets that remain in use.</p> <p>Domestic hot water services – including calorifiers/direct fired water heaters/ sinks/ basins/ showers</p> <ul style="list-style-type: none"> ▪ Hot water generation servicing to continue in line with manufacturers’ criteria. ▪ Water temperatures must be kept within limits recommended for the control of legionella bacteria in water systems. ▪ Regularly check hot water generation for functionality and if required, temperature recording ▪ If the hot water system has been left operational the hot water should be circulating as normal and regular checks, in line with guidance, should be carried out. <p>Gas safety</p> <ul style="list-style-type: none"> ▪ Do not isolate gas supplies to boilers and hot water generation ▪ To avoid the risk of leaks and dangerous build-up of gases, isolate gas supplies where not in use, e.g. science labs and prep rooms, design and food technology classrooms, and school kitchens. Otherwise, gas services should remain in normal operation. ▪ Continue planned gas safety checks including gas detection/interlocking Fire safety ▪ Review and if necessary, update fire management plans and ensure any changes to fire escape routes are clearly identified and communicated. ▪ Carry out weekly checks of alarms systems, call points, and emergency lighting. ▪ Carry out regular hazard spotting to identify escape route obstructions. ▪ Check that all fire doors are operational. Fire drills should continue to be held as normal. <p>Kitchen equipment that holds water, for example dishwashers and combination ovens</p> <ul style="list-style-type: none"> ▪ Run through at least a full cleaning cycle per week, to remove scale build up and standing water build up, to pre-empt 	<p>compliance. See DfE Good Estate Management for Schools Health and Safety page - https://www.gov.uk/guidance/good-estate-management-for-schools/health-and-safety</p> <p>For reference, use the Approved Code of Practice & HSG 274 for hot water.</p>	<p>lockdown.</p>	
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	<p>possible bacteria growth.</p> <p>Security</p> <ul style="list-style-type: none"> ▪ All areas of the school should be kept secure. ▪ Access to certain closed areas should only be possible by relevant staff, all rooms not in use to remain locked. ▪ Check that access control and lockdown systems are operational. <p>Ventilation</p> <ul style="list-style-type: none"> ▪ All systems to remain energised in normal operating mode. ▪ Where mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air. If mechanical ventilation systems cannot be adjusted to full fresh air these should be switched off. ▪ Where possible, occupied room windows should be open. ▪ Ventilation to chemical stores should remain operational. <p>Other points to consider</p> <ul style="list-style-type: none"> ▪ Core building-related electrical systems, including internal and external lighting, small power, CCTV, access control and alarm systems (fire, intruder, panic and accessible toilets) to remain in use/energised in normal operating mode. ▪ For drainage systems, check traps have not dried out and ensure water seals are in place to prevent smells within the building e.g. hygiene rooms, sports hall showers etc. ▪ Update your keyholder information. ▪ Intruder alarm / lift/ fire alarm companies often have remote monitoring stations (response centres) – follow advice from these providers. ▪ Continue carrying out thorough examination and testing of lifting and pressure equipment during the coronavirus outbreak following updated HSE guidance: https://www.hse.gov.uk/news/work-equipment-coronavirus.htm 			
Toilet	<ul style="list-style-type: none"> ▪ Pupils should only use the toilet one at a time, there are two 	<ul style="list-style-type: none"> ▪ ensuring that toilets do not become 	Our pupil toilets do not	H

facilities	<p>pupil toilets available in the building. Pupil toilets and sinks can be sprayed with detergent by duty after use.</p> <ul style="list-style-type: none"> ▪ Different classroom bubble pupils will not mix in the toilets. ▪ Duty staff will accompany a pupil to toilet and on their exit, to support management of hand washing and ensure cross over to other bubbles does not occur. ▪ Door wedges to keep the doors semi open when not in use to ensure privacy but keep ventilation. ▪ Caretaker and cleaner to check soap supply is adequate on a daily basis, a deep clean of all toilets will take place each day. 	<p>crowded by limiting the number of children or young people who use the toilet facilities at one time</p> <ul style="list-style-type: none"> ▪ possible time slots for toilet for classes ▪ classes to only use set toilets 	<p>have windows for ventilation.</p>	
First Aid	<ul style="list-style-type: none"> ▪ PPE should be worn (gloves and masks) when dealing with a serious first aid incident that requires staff to be closer than 2 meters. Serious incident packs containing masks, face shields, gloves and plastic aprons will be available to staff should it be required. ▪ Resuscitation e.g. chest compressions and rescue breaths will not be administered; an AED can be used in conjunction with PPE. An ambulance should be called immediately if any person falls significantly ill. ▪ Duty staff will be the nominated first aider. Minor issues e.g. applying a plaster can be directed from a distance. Duty can seek supervision for more serious injuries if required. ▪ Vomit is required to be cleaned up as soon after incident as possible (PPE to be worn). Pupils and staff should move to another location if possible or sent home. ▪ Ensure radio into 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. 	<ul style="list-style-type: none"> ▪ Ensure first aiders split between bubbles and that there is always at least one first aider on the rota 	<p>PPE pack will be kept with the first aid kit and with the AED.</p> <p>First aid should happen in the hub administered by duty staff. This will keep the social distancing ratios in team/bubble rooms within the appropriate limits.</p>	<p>H</p>
Cleaning	<p>Cleaning</p> <ul style="list-style-type: none"> ▪ Toilets will be deep cleaned at the end of each day. ▪ Toilets will be sprayed by a member of staff during the lunch period and after break with suitable cleaning detergent. ▪ Tables and contact points must be cleaned regularly. Cleaning materials will be in all classrooms for pupils to wipe equipment. ▪ 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. 	<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 ▪ ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments 	<p>Maximum time staff can stay to – 4pm / 4.30</p> <p>COSHH rules regarding bleach will be taken into account; however, this will only be used in toilets at the end of the day to limit the possible release of chlorine gas.</p>	<p>H</p>

	<ul style="list-style-type: none"> ▪ No toys can be brought from home. ▪ Resources that cannot be cleaned according to the instructions must be packed away until after the CO-VID-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. Class bubble colours to identify tablets. ▪ 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 liners must be removed from bins tied and disposed of before they are full and at least once daily. Bin and bin lids should then be sanitised before replacing a clean binliner. ▪ Premises staff to only enter the building when all staff and pupils have exited. ▪ Cleaner to wear long gloves. ▪ Bleach to be used to clean items which cannot be done with soap which then is removed by water into a sink. ▪ Communication from teacher to cleaner should be left on the whiteboard in the classroom area at the end of each day. <p>Classrooms</p> <ul style="list-style-type: none"> ▪ Malleable resources, such as play dough, should not be shared and consideration should be given to their safe use, depending on circumstances. ▪ Resources for activities such as painting, sticking, cutting, small world play, indoor and outdoor construction activities should be washed before and after use (more detailed guidance on this will be included in the guide for early years providers) and where possible, children should be discouraged from sharing these. ▪ 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 	<ul style="list-style-type: none"> ▪ 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 ▪ cleaning box of supplies in each classroom 		
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	<p>all children to socialise and resettle into familiar everyday classroom routines.</p> <ul style="list-style-type: none"> Desks should be wiped regularly. Teachers should have a spray bottle and clothe disposable) Any objects the children touch should be disinfected once use has finished. 			
<p>Actions / Barriers:</p> <ul style="list-style-type: none"> Purchase pedal bins and associated PPE items. Ensure supply chains for cleaning products Cleaning checklist will be established with the premises staff. 				
<p>Communication to children</p>	<ul style="list-style-type: none"> Pupils will have an induction meeting with SLT upon their return to school to discuss new systems and practices, parents will have been briefed by phone prior to this. Pupils will be advised to bring packed lunches in a plastic bag, these will be sorted and brought to the by duty at lunch time. Duty staff will wear gloves when handling pupil property or will wash hands immediately afterwards. Welfare calls for all children will take place each week that do not attend [DB]. 	<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
<p>Communication to and from Parents</p>	<ul style="list-style-type: none"> Normal lines of communication will still be open; school has individual communication plans for each pupil. Essential correspondence sent out via letter, text, email and on website. Communicate methods of entry and exit to the school grounds. Parents / carers will need to be contactable at all times when their child is in school. 	<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) 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) 		M

		<ul style="list-style-type: none"> ▪ 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"> ▪ Use of isolation booth if symptoms are apparent – this will happen in Room 12. ▪ 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. ▪ If the child needs to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else. ▪ 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 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. ▪ Temperature checks will be used by SLT via infrared thermometer, a mask will be required as social distancing may need to be broken. A series of measurements will be required to improve accuracy; pupils may need to be taken to Room 12 if they are reporting additional symptoms. ▪ 	<ul style="list-style-type: none"> ▪ Temperature to be taken as they come into building ▪ 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. ▪ 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 		H

		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.		
Shielding and clinically vulnerable children and adults.	<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. ▪ Clinically vulnerable staff wishing to return to work will meet with the HT to complete an individual RA to plan safe practices whilst attending work. Reasonable adjustments may be made to their working hours to facilitate this including safe transport to school. ▪ 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. 	<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 classified 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. A small minority of children will fall into this category, and parents should follow medical advice if their child is in this category. ▪ 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: 	<p>Clinically Vulnerable Group</p> <p>TG, IK , DG, ACL, LP, LM, DB</p> <p>Extremely Clinically Vulnerable</p> <p>CS (Carer)</p>	M

		<p>guidance on shielding and protecting people defined on medical grounds as extremely vulnerable for more advice.</p> <ul style="list-style-type: none"> 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) 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 in Teams/ Bubbles groups should not enter the school building. Parents should not enter the school building under any circumstances expect in an emergency. Communication should be done via email, telephone or conference call. This includes professional meetings; these should take place on communication platforms such as Zoom or Microsoft Teams. 		JW and SP will require personal computers and internet access that facilitates this for professionals meetings.	L