

# Risk Assessment Form Version: 10

For further info on risk assessment see: BHCC Risk Assessment Guidance

To calculate Risk Rating (R): assess the likelihood (L) of an accident occurring against the most likely impact (I) the accident might have,

Task / Activity Covered by the assessment	<b>FULL OPENING OF SCHOOLS during COVID-19 PANDEMIC – with effect from 7<sup>th</sup> June 2021. Based on LA template with adaptation for Blatchington Mill School</b>		Likelihood (L)	X	Impact (I)	
Workplace	<ul style="list-style-type: none"> <li>To be read in conjunction with Government guidance - <a href="#">Schools coronavirus (COVID-19) operational guidance</a> and BHCC's <a href="#">dedicated COVID-19 page on BEEM</a> for schools. A new 'Management of COVID-19 RA – Key Control Measures' (summary) document is also available on <a href="#">BEEM</a></li> </ul>		Almost Impossible	1	Insignificant (minor injury, no time off)	
Date of Assessment	<b>07/06/21</b>	Date Assessment to be reviewed	21/06/21	Unlikely	2	Minor (non-permanent injury, up to 7 days off)
Person Completing	Sarah Hexttall	Manager/ Head teacher	Ashley Harrold	Possible	3	Moderate ((injury causing more than 7 days off)
Staff involved in assessment	School Senior Leadership Team, School Health & Safety Committee, Local Union representatives, Chair of Governors, H & S link governors, LA Health & Safety Section.		Likely	4	Major ((death or serious injury)	
			Almost Certain	5	Catastrophic (multiple deaths)	
			<b>Low = 1 - 3</b>	<b>Moderate = 4-7</b>	<b>Significant = 8-14</b>	<b>High = 15-25</b>

## Covid Alert Level and Lockdown Status

Government's <a href="#">LOCAL COVID-19 ALERT LEVEL</a> for Brighton & Hove	N/A - National Lockdown in place – <b>National Covid-19 Alert Level 3</b>
Lockdown in Place [YES/ NO]	<b>YES but STEP 3 (further easing of restrictions from 17/5/21) - <a href="#">Roadmap - Spring 2021</a></b>

### How to use this Risk Assessment:

- This RA is used to mitigate the risk from COVID-19 and should be used alongside any other risk assessment for the task being undertaken.
- To calculate Risk Rating (R): assess the likelihood (L) of a member of staff/others contracting COVID-19, taking into account the control measures that will be in place against the **most** likely impact (I) of contracting COVID-19 might have **L x I = R**
- This risk assessment (when relevant) includes the [LOCAL COVID-19 ALERT LEVEL](#) as a guide/ baseline on the likelihood of infection **without control measures in place** and whether a lockdown has been put in place.
- As the Local Alert Level or lockdown status changes the risk assessment should be reviewed – consider whether the likelihood of transmission of COVID has changed and whether the control measures you have in place remain effective.

- This risk assessments should be completed in consultation with all relevant union colleagues not just individual unions. As a minimum this must always include Unison, the GMB and the NEU, at Blatchington Mill School (BMS) this will also include NASUWT. This will ensure that all your staff who are part of a union have been fully consulted on the issues
- The data relating to Covid 19 and the advice shared is continually monitored by the Senior Leadership Team and control measures are reviewed.
- Significant local amendments or significant variations from the LA template are highlighted in **Yellow**

What are the significant, foreseeable, hazards? (the dangers that can cause harm)	Who is at Risk?	Current control measures (What is already in place/done)	Risk Rating			What additional controls can be put in place to reduce the risk further?	Revised Risk Rating			Sign as done
			L	I	R		L	I	R	
E.g. Slip, trip or fall on wet flooring	- Staff - Visitors etc.	- Barrier matting - Wet floor signs - No running rules (in schools)	3	2	6	- Introduce non-slip flooring to areas by external doorways - Provide cleaning/drying equipment for staff	2	1	2	

1	Site not prepared for pupils/staff	Pupils/ staff	<ul style="list-style-type: none"> <li>• Risk assessment(s) reviewed and shared with staff and safety representatives prior to full opening.</li> <li>• Active/ongoing monitoring arrangements to ensure controls are effective and working as planned.</li> <li>• Usual building checks to ensure school safe and extra considerations (e.g. <u>Legionella</u> water checks, working heating systems, operating doors/windows, alarms etc.) where buildings have been closed or had reduced occupancy.</li> <li>• Cleaning/hygiene arrangements enhanced in line with government guidance: <a href="#">Cleaning in non-healthcare settings</a></li> <li>• Lidded bins in classrooms/other locations, availability of soap and hot water in every toilet and classrooms, sanitising wipes for cleaning of equipment, hand sanitiser, tissues (and disposal – double-bagging and emptying), following the ‘Catch it, Bin it, Kill it’ principles for the disposal of tissues. The full in house cleaning team continue to be deployed before and after school with agency staff covering for long term absences.</li> <li>• Ensure good ventilation throughout and improve this by opening windows etc. – see 2 below.</li> <li>• Movement around school – avoid creating busy corridors, entrances and exits - reduce possible contact between groups, consider/plan one-way systems, identify any ‘pinch-points’, staggered times for arrival/departure, lunch, breaks, use of staff room etc., use of DorGuards or Mag-lock devices linked to fire alarm system to keep regularly used doors in an open</li> </ul>	2	4	8	<ul style="list-style-type: none"> <li>• Contractors have been accommodated onsite in order to carry out statutory checks and maintenance tasks, including grounds and curriculum equipment</li> <li>• Statutory checks and monitoring of site and facilities have continued throughout period of restricted opening.</li> <li>• Two additional members of the cleaning team work during the school day in addition to the usual one, there is a rolling programme of cleaning student and staff toilets and of all high usage touch points throughout common areas.</li> <li>• Breaks are staggered to reduce business of corridors.</li> <li>• Students in years 7 – 9 remain in one room per day unless they have a practical subject.</li> <li>• Teachers move to class groups</li> <li>• Classroom and office doors are kept open where compartmentation automatically operates in response to the fire alarm</li> </ul>	1	4	4	
---	------------------------------------	---------------	--	---	---	---	---	---	---	---	--

			<p>position. Fire doors must NOT be wedged open.</p> <ul style="list-style-type: none"><li>• Provide signage at school entrances/exits and on way to school to indicate any changes to access.</li><li>• Minimise number of resources and furniture etc. to enable cleaning – however, classroom-based resources (e.g. books/games) can be shared within a ‘bubble’ and cleaned regularly, along with all frequently touched surfaces.</li><li>• Individual &amp; very frequently used equipment – e.g. pencils/pens – not shared (staff/pupils have own items).</li><li>• Review on-site signage to indicate physical distancing instructions, including floor markings, indicators, one-way routes etc. as minimising contact between individuals and maintaining social distancing wherever possible, remain important.</li><li>• Review induction information for all staff, pupils and essential visitors (including peripatetic teachers and contractors) who require access to site.</li></ul>						
--	--	--	---	--	--	--	--	--	--

2.	Lack of adequate ventilation and/or impact of ventilation on indoor temperatures	Pupils/staff	<ul style="list-style-type: none"> <li>Well ventilated/comfortable teaching environment maintained as far as possible, including:</li> <li>Mechanical ventilation systems adjusted to increase the ventilation rate wherever possible – see note (RHS).</li> <li>Natural ventilation – opening windows (in cooler weather windows opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space).</li> <li>Opening internal doors to assist with creating a throughput of air.</li> <li>If necessary external opening doors used (as long as they are not fire doors and where safe to do so)</li> </ul> <p>To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures used as appropriate:</p> <ul style="list-style-type: none"> <li>Opening high level windows in colder weather in preference to low level to reduce draughts.</li> <li>Increasing ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused).</li> <li>Providing flexibility to allow additional, suitable indoor clothing - see <u>School uniform</u>.</li> <li>Rearranging furniture where possible to avoid direct drafts.</li> <li>Heating used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</li> </ul>	3	4	12	<p><b>Note:</b> Mechanical ventilation systems should be checked by competent person/contractor to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply).</p> <p>Further advice can be found in Health and Safety Executive guidance on <u>air conditioning and ventilation during the coronavirus outbreak</u> and <u>CIBSE coronavirus (COVID-19) advice</u></p> <ul style="list-style-type: none"> <li>Windows and doors to be opened at least 30 mins before the start of school and for at least 1 hour after school to ensure circulation of air.</li> <li>Offices also to be well ventilated</li> <li>Doors to all rooms in usage are kept open, using wedges if necessary, risk in the case of fire is mitigated by corridor doors closing automatically on sounding of alarm.</li> <li>Breaks are scheduled in order to provide a refreshment of air.</li> <li>Office based staff should take a break during the day despite shared facilities not being available.</li> </ul>	2	4	8
----	--	--------------	---	---	---	----	---	---	---	---

3	<p><b>Transmission of the virus</b></p> <p><b>Attendance</b></p> <p><b>Reduced staffing</b> (due to <b>positive</b> LFD 'asymptomatic' or PCR 'symptomatic' test result or self-isolation, illness or vulnerability) may result in insufficient supervision ratios/trained first aiders/ qualified staff to work with children with complex needs</p>	Infection to Staff, children, families, visitors and contractors	<ul style="list-style-type: none"> <li>Shielding advice is being paused nationally from 31 March 2021. From 1 April 2021, all CEV pupils should attend 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.</li> <li>Promotion and engagement in (non-mandatory) asymptomatic testing for all staff (and secondary pupils) offered. [See Management of COVID-19 RA – Key Control Measures (summary) document on <a href="#">BEEM</a>]</li> <li>Pupils who are self-isolating should not attend school.</li> <li>Liaison with Education &amp; Skills team where there are concerns over staffing levels.</li> <li>All schools including Special Schools and Alternative Provision Schools (who on occasion) may encounter circumstances where they cannot provide their usual interventions and provision at adequate staffing ratios, or with staff with vital specialist training, should seek to resume as close as possible, to the child's or young person's specified provision.</li> <li>Minimising contact with individuals who are unwell by ensuring that those who have coronavirus (<a href="#">COVID-19</a>) <a href="#">SYMPTOMS</a> or have tested positive in the last 10 days, or who have someone in their household, support bubble or childcare bubble, who does/has, do <b>not</b> attend school/childcare setting. – see <a href="#">Self isolation and treating coronavirus symptoms</a></li> </ul>	3	4	12	<ul style="list-style-type: none"> <li>All staff and students working onsite are strongly encouraged to participate in the programme for regular testing using Lateral Flow Devices.</li> </ul> <p>Note: the main symptoms of coronavirus are:</p> <ul style="list-style-type: none"> <li><b>a high temperature</b> – this means you feel hot to touch on your chest or back (you do not need to measure your temperature)</li> <li><b>a new, continuous cough</b> – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual)</li> <li><b>a loss or change to your sense of smell or taste</b> – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal</li> </ul> <p><b>Most Many</b> people with coronavirus have at least 1 of these symptoms.</p> <ul style="list-style-type: none"> <li>A cautious approach is taken to a scope of symptoms wider than the classic 3, meaning that students or staff may be recommended not to be onsite more readily than outside organisations may suggest. BMS SLT continue to monitor information as it develops with more knowledge about</li> </ul>	2	4	8	
---	---	--	--	---	---	----	---	---	---	---	--

		<ul style="list-style-type: none"> <li>• School to tell children, parents, carers, staff or any visitors, such as suppliers/providers not to enter the education or childcare setting if they are displaying any symptoms of coronavirus or have tested positive in the last 10 days.</li> <li>• School to request that parents/carers of children closely monitor children for signs of Covid-19 symptoms in line with PHE, NHS, Government &amp; DfE guidelines (e.g. unwell with a new or continuous cough, high temperature, loss/change of taste or smell etc.) BEFORE drop-off and do not bring child to school if child/household member is symptomatic.</li> <li>• Ensure symptomatic child/staff member isolates at home for 10 days from when symptoms started and the members of their household for 10 days.</li> <li>• Parent to obtain PCR test for the child and staff to obtain a PCR test for themselves including any other symptomatic household members. If negative test result, child/staff can return to school once well and family members can stop self-isolating (follow the guidance on testing on the <a href="#">NHS testing web page</a>)</li> <li>• Appropriate (Primary &amp; Early Years settings or Secondary School settings) PHE South East Health Protection Team <a href="#">FLOWCHARTS</a> (Appendices F&amp;G) for managing <b>Confirmed</b> COVID-19 cases on BEEM followed [Note: scroll down the page to Public Health England Guidance section].</li> <li>• Where a child/children/staff member/s tests positive, the rest of their group may be sent home and advised to self-isolate for 10 days (as guided by DfE helpline).</li> </ul>			<p>the symptoms of the virus and its variants.</p> <ul style="list-style-type: none"> <li>• Staffing of each school session is planned such that there are always two trained first aiders onsite</li> </ul> <p><b>Note: When to self-isolate</b> Self-isolate immediately if:</p> <ul style="list-style-type: none"> <li>• you have any <u>symptoms of COVID-19</u> (a high temperature, a new, continuous cough or a loss or change to your sense of smell or taste)</li> <li>• you've tested positive for COVID-19 – this means you have the virus</li> <li>• someone you live with has symptoms or tested positive</li> <li>• someone in your childcare or support bubble has symptoms and you've been in close contact with them since their symptoms started or during the 48 hours before they started</li> <li>• someone in your childcare or support bubble tested positive and you've been in close contact with them since they had the test or in the 48 hours before their test</li> <li>• you've been told you've been in contact with someone who tested positive – <u>find out what to do if you're told to self-isolate by NHS Test and Trace or the NHS COVID-19 app</u></li> </ul>		
--	--	---	--	--	---	--	--

- Contact DfE helpline for advice about single or multiple cases of COVID-19 for assistance with undertaking risk assessments, if required.
- Email: [dfc.coronavirushelpline@education.gov.uk](mailto:dfc.coronavirushelpline@education.gov.uk)  
Telephone: 0800 046 8687 (choose option 1 to notify of a case) Helpline opening hours: Monday to Friday from 8am to 6pm (plus Saturday-Sunday 10am to 6pm for advice about cases or other COVID-19 related issues)
- **Notify confirmed cases in schools/settings to:**
- **Brighton & Hove Local Authority Education Department by email:**  
[educationandskills@brighton-hove.gov.uk](mailto:educationandskills@brighton-hove.gov.uk)
- **Brighton & Hove Local Authority Public Health Department by email:**  
[Publichealth@brighton-hove.gov.uk](mailto:Publichealth@brighton-hove.gov.uk)
- The school must engage with the [NHS Test and Trace](#) procedure where a member of staff or pupil is symptomatic or has been diagnosed.
- Communicate to staff, parents/carers they need to be ready and willing book a test, self-isolate and inform school of the result of NHS Test & Trace.
- Free coronavirus (COVID-19) test booked via <https://www.gov.uk/get-coronavirus-test> but in exceptional circumstances – i.e. where there may be barriers to accessing testing elsewhere – school holds a small supply of home test kits. These are stored securely at ambient room temperature (5-22°C)
- School to take advice from PHE/DfE if other children in that group are symptomatic.

- you have arrived in England from abroad (not including Ireland, the Channel Islands, the Isle of Man or other parts of the UK) – see [GOV.UK: how to quarantine when you arrive in England](#)

**Note: Transitional, taster and open days**  
Schools should complete thorough risk assessments before running transitional, taster and open days to ensure that they are run in line with your system of controls and align with the advice contained within this guidance and the roadmap out of lockdown.

*Note: A suspected case no longer needs to be reported to PHE/DfE helpline.*

**Note: The LATEST PHE South East Educational Settings Working Group COVID-19 Resource Pack for Educational Settings, Flowcharts, Referral Form and covering letter** provide useful information and guidance. Scroll down to the Public Health England section on [BEEM](#)

School Leadership Team will react with a sense of urgency and clear thought when assessing the need for action in response to confirmed or suspected positive cases.

Note: The DfE COVID Helpline

Schools and other settings should call this helpline if they require advice about cases of COVID 19 or assistance with undertaking risk assessments. If the

						<p>education setting wishes to discuss further cases, then they can always call this helpline again for support as required. However, if an education setting is comfortable managing their own cases and feel that they do not need to call the helpline for support then it is not mandatory to do so. The DfE helpline have their own escalation criteria to notify the Health Protection Teams of any complex cases/outbreaks in schools. The HPT will then contact you to find out more about your situation and provide appropriate advice.</p> <p>Close contacts of a person who has tested positive for Covid 19 should be encouraged to book a PCR test even if they do not have symptoms, a template letter instructing of how to do this will be sent to all families or staff members that this applies to.</p>			
--	--	--	--	--	--	---	--	--	--

3	Transmission of the virus continued	<ul style="list-style-type: none"> <li>• School follow the latest government <a href="#">Guidance on shielding and protecting people who are extremely clinically vulnerable from Covid-19</a> to support staff and pupils.</li> <li>• Shielding advice is being paused nationally from 31 March 2021. From 1 April 2021, CEV individuals are no longer advised to shield but must continue to follow the rules in place for everyone under the current national restrictions. Staff in schools who are CEV will be advised to continue to work from home where possible, but if they cannot work from home should attend their workplace, subject to a full review of their Individual Risk Assessment.</li> <li>• School leaders to determine the workforce that is required in school, considering the updated guidance for those staff who are clinically extremely vulnerable.</li> <li>• The expectation is that those staff not attending school will work from home where possible.</li> <li>• Clinically vulnerable staff can continue to attend school where it is not possible to work from home - see Individual RA below.</li> <li>• People who live with those who are clinically vulnerable or clinically extremely vulnerable can attend the workplace but should ensure they maintain good prevention practice in the workplace and home settings.</li> <li>• Pregnant women are in the 'clinically vulnerable' category and are generally advised to follow the above advice, which applies to all staff in schools. <a href="#">More guidance and advice on coronavirus (COVID-19) and pregnancy</a> is available</li> </ul>								
---	-------------------------------------	---	--	--	--	--	--	--	--	--

			<p>from the Royal College of Gynaecologists. All pregnant women should take particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home or workspace.</p> <ul style="list-style-type: none"><li>• Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19). Where it is not possible to work from home, these staff can attend school as long as the system of controls set out in this guidance are in place. The reasons for the disparities are complex and there is ongoing research to understand and translate these findings for individuals in the future. Further information is available at <a href="#">here</a>.</li><li>• The COVID-19 Individual Risk Assessment used to assess the potential risks to someone clinically extremely vulnerable (CEV), clinically vulnerable (CV) or at comparatively increased risk. whilst in the workplace/ to return safely; and to be offered/reviewed to identify and address staff concerns (including those living with CEV or CV household members) about being in the workplace/returning and to agree what additional control measures will be in place.</li><li>• Clinically vulnerable (and clinically extremely vulnerable) staff and pupils should continue follow medical advice and the latest Government Guidance.</li><li>• School to complete Individual RA in conjunction with staff member and remain flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.</li></ul>								
--	--	--	---	--	--	--	--	--	--	--	--



3	<p><b>Transmission of the virus continued</b></p>		<ul style="list-style-type: none"> <li>• Staff to notify SLT as early as possible if they or any member of their household, support/childcare bubble are presenting symptoms and to follow NHS/111 isolation/medical advice.</li> <li>• Member of SLT on site each day and will establish daily supervision levels and contact local authority (Education &amp; Skills) if unable to operate safely. Parents/carers to be informed following LA discussion</li> <li>• Ensure there are adequate first aiders/paediatric in-line with HSE guidance and current paediatric first aid requirements under EYSF – refer to the school’s First Aid needs assessment [Note: update your First Aid/ Paediatric first aid needs assessment]</li> <li>• First Aid Lead to check first aid cover each day.</li> <li>• Ensure appropriate support is made available for pupils with SEND, for example by deploying (approp. trained) teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.</li> <li>• Where support staff capacity is available, schools may consider using this to support catch-up provision or targeted interventions.</li> <li>• Subject to individual job descriptions, Teaching Assistants (where needed) deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher. Level A and B TA’s should not be required to supervise whole classes in the absence of a qualified teacher. Level C TAs job descriptions provide for them to cover classes occasionally during the absence of</li> </ul>		<ul style="list-style-type: none"> <li>• Where specialist support is required from agencies outside of the school to work with specific students it is vital that the principles and control measures for safe working are maintained.</li> <li>• Visiting specialists, supply and agency staff will be provided with a summary of control measures and guidance about our expectations.</li> <li>• School staff will work with visitors to make arrangements to support students and to continue to enrich their educational experiences.</li> </ul>		
---	---	--	--	--	---	--	--

			<p>the teacher so Level Cs should not be required to lead lessons as part of planned arrangements. Level D /HLTAs can be asked to supervise classes but this should not be for an indefinite period. Any level of TA may volunteer to do this providing they are suitably skilled/experienced.</p> <ul style="list-style-type: none"><li>• Existing safeguarding procedures and controls should be reviewed and any potential impact due to COVID-19 related issues, closely monitored/managed.</li></ul>						
--	--	--	---	--	--	--	--	--	--

3	<p><b>Transmission of the virus continued</b></p>		<ul style="list-style-type: none"> <li>• Emergency key holder procedures in place so that the school can be opened/closed should premises staff be unable to attend work</li> <li>• Flexibility amongst teaching staff to teach/lead different year</li> <li>• School to check that external providers (e.g. catering providers) have robust COVID-19 arrangements in place.</li> <li>• Where existing teachers/staff have to operate across different classes and year groups, they try to keep their distance from pupils/other staff - ideally 2m from other adults.</li> <li>• (Where possible) the number of (visiting) supply teachers, temporary staff or peripatetic teachers used minimised, given longer assignments and particular care to maintain distance from other staff and pupils and robust hygiene arrangements.</li> <li>• Supply teachers, peripatetic teachers and other temporary staff can move between schools and should ensure they minimise contact and maintain as much distance as possible from other staff.</li> <li>• They should also participate in schools' rapid testing programmes where these have been established.</li> <li>• Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.</li> <li>• Use of non-essential volunteers/mixing of volunteers across groups avoided/kept to a minimum and to remain 2m away from staff/pupils.</li> </ul>		<ul style="list-style-type: none"> <li>• All staff onsite are strongly encouraged to take part in rapid result lateral flow tests to test for Covid 19</li> <li>• All staff and adult visitors are asked to wear masks in transition around site and in shared areas.</li> <li>• FFP2 masks, offering a higher level of protection are made available to all staff.</li> <li>• Teachers are able to remove their masks if they wish whilst in teacher's area of a classroom.</li> <li>• Students are not required to wear a mask but they are readily available in each classroom and at every reception throughout the school for anyone who chooses to.</li> </ul>		
---	---	--	---	--	--	--	--

4	<p><b>Children absence from school for a prolonged period of time due to self-isolating or school closure</b></p> <p><b>Missed learning</b></p>	Pupils	<ul style="list-style-type: none"> <li>Shielding advice is being paused nationally from 31 March 2021. From 1 April 2021, all CEV pupils should attend 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.</li> <li>Symptomatic/positive result COVID-19 pupils, those continuing to 'shield' under medical/government advice or ill with non-COVID conditions remain at home.</li> <li>All lessons are delivered via the online structure of Google Classroom, this is accessible for all students whether onsite or at home. Engagement, levels of work produced and standards are monitored</li> <li>Remote learning platform used, and appropriate support provided by school and LA.</li> <li>Home learning resource page on BEEM</li> <li>Home resources packs sent home</li> <li>Appropriate differentiation to cater for all ability levels including children with SENs</li> <li>Parents without access to a computer/tablet/phone to inform the school so that learning and resources can be sent home</li> <li>Follow further DfE technical guidance for schools, regarding the recording of attendance and absence.</li> </ul>	2	3	6	<ul style="list-style-type: none"> <li>Onsite curriculum entirely planned and shared via Google Classroom to allow for potential of pivoting to remote delivery for individual groups or whole school</li> <li>Lessons planned on Google Classroom one week in advance</li> <li>Established structure for monitoring work completion and follow up on lack of completion.</li> <li>Every student has been allocated their own Chrome Book which will be able to be used at home to continue online learning.</li> <li>Continuation of some of the most positive teaching and learning aspects for remote learning model:</li> <li>Pastoral teams maintaining contact with students to support access to work.</li> <li>Efficient online dialogue between teachers, students and families to ensure feedback and troubleshooting.</li> <li>IT team providing ongoing prompt support in relation to technical obstacles.</li> </ul>	1	3	3
---	---	--------	--	---	---	---	---	---	---	---

5	Local restrictions – limited attendance in educational settings (Contingency Framework)	Pupils/Staff	<ul style="list-style-type: none"> <li>Schools to be aware of the <u>Contingency framework for education and childcare settings – excluding universities</u> if any local restrictions on education are introduced following ministerial decision.</li> <li>Schools to update contingency plans to include arrangements for implementation of the Contingency Framework, if required.</li> </ul>	1	2	2	<ul style="list-style-type: none"> <li>Communications framework in place for messages to be sent to all students, families and staff quickly and accurately</li> <li>Curriculum designed to be moved online at short notice.</li> </ul>	1	2	2	
6	School closure: full or partial due to COVID infection outbreak or staff shortages etc.	Pupils	<ul style="list-style-type: none"> <li>School closure protocols followed including seeking advice from and informing the LA; communication protocols for staff/ parents/ contractors etc.</li> <li>Work with the Local Public Health Protection Team who will advise if additional action is required. In <b>some</b> cases, HPT may: <ul style="list-style-type: none"> <li>recommend a larger/group self-isolate as a precautionary measure</li> <li>where an outbreak is confirmed (and in consultation with the local Director of Public Health), dispatch a mobile testing unit</li> </ul> </li> </ul>	1	2	2	<ul style="list-style-type: none"> <li>Good dialogue in place with local and regional PHE and the LA.</li> </ul>	1	2	2	

7	<b>Physical distancing (PD) and grouping</b>	Infection of staff and children	<ul style="list-style-type: none"> <li>• Children old enough, supported to maintain distance and not touch staff or their peers where possible.</li> <li>• Steps taken to limit interaction and the sharing of rooms and social spaces between groups as much as possible (where premises allow).</li> <li>• Groups kept apart and movement around the school site kept to a minimum.</li> <li>• Minimise contact and mixing between individuals and maintain social distancing, wherever possible, including: <ul style="list-style-type: none"> <li>- grouping children together (mixing into wider groups for specialist teaching, wraparound care &amp; transport, are permitted)</li> <li>- avoiding contact between groups</li> <li>- arranging classrooms with forward facing desks/seating side-by-side.</li> <li>- staff maintaining distance from other staff and pupils as much as possible [Prioritise adult to adult contact first, then adult to pupil, then pupil to pupil]</li> </ul> </li> <li>• Maintain consistent groups/bubbles (children and staff) and keep apart, where possible (whatever the size of group).</li> <li>• <b>Where teaching music, dance and drama as part of school curriculum (p.54 of main guidance followed) re: additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance or drama takes place.</b></li> <li>• Record of pupils/staff kept for each group and any <b>close contact</b> (proportionate recording process) that takes place between staff/children in different groups) to assist contact tracing in the event of a positive COVID-19 test.</li> </ul>	3	4	12	<ul style="list-style-type: none"> <li>• Teaching and learning spaces are arranged so that there is space of 2m between the teacher and students.</li> <li>• Years 7 – 9 remain in a consistent bubble of approximately 30 students, the only point at which these bubbles are in contact with more students is at break time which is always held outside and this is in a consistent grouping of 3 or 4 bubbles.</li> <li>• Student movement around site is minimised, rooms are only changed within a day for practical subjects.</li> <li>• Year 10 students have a more frequent changeover of rooms and in 1 week out of 2 are in options groups and so have a larger number of contacts, these are consistent and are tracked. In the other week they are in core lessons with fewer contacts (daily changes).</li> <li>• Seating plans are drawn up and imposed for all teaching sessions to ensure detailed contact tracing is facilitated.</li> <li>• Use of catering facilities is arranged in line with break arrangements, one group at a time, facilities cleaned between groups.</li> <li>• Offices are arranged so that there is a space of 2m between staff.</li> </ul>	2	4	8	
---	--	---------------------------------	--	---	---	----	--	---	---	---	--

		<ul style="list-style-type: none"> <li>• Large gatherings (such as assemblies or collective worship) with more than one group avoided.</li> <li>• Maintain distinct groups - <b>state the size of your 'bubbles/groups'</b></li> <li>• Stagger/timetable to keep groups apart – start/end of day, movement, lunch, breaks etc.</li> <li>• Staff in secondary schools maintain distance from pupils, staying at the front of the class, and away from their colleagues where possible. [Ideally, adults should maintain 2 metre distance from each other, and from children]</li> <li>• Avoid close face-to-face contact and minimise time spent within 1 metre of anyone.</li> <li>• When staff or children cannot maintain distancing, particularly with younger children in primary schools, those with complex needs or where space does not allow, the risk reduced by keeping pupils in smaller, class-sized groups with consideration of the need to maintain the safety, security, safeguarding and welfare of those children who may require physical contact.</li> <li>• Where a child routinely attends more than one setting on a part time basis, school/setting work collaboratively through the system of controls to address any risks identified.</li> <li>• Children walk in single file (observing 2m rule where possible) when moving about the building and must not hold hands.</li> <li>• <del>In primary schools, it is recommended that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible</del></li> </ul>		<ul style="list-style-type: none"> <li>• Where multiple occupancy is not possible whilst maintaining physical distancing an alternative work space will be arranged or else remote working used.</li> <li>• Drop ins to offices are removed and replaced with email notifications/helplines.</li> <li>• Signage on offices indicate maximum numbers for each space.</li> <li>• Any staff who need to carry out close support or personal care with students will plan this ahead, use appropriate PPE and minimise the time involved.</li> <li>• Meetings are held online as much as possible, where physical meetings are essential the physical distancing is maximised, attendance and length are minimised.</li> <li>• Use of any space or equipment is kept to a minimum number of people in a day, the staff room for example will not be a shared space but is repurposed as an office base for cover supervisors.</li> <li>• Staff will need to bring with them any drinks that they will need during the day.</li> <li>• Some offices may set up a drink making facility for the use of the occupants. Any room with a kettle must be kept locked when not staffed.</li> </ul>		
--	--	---	--	---	--	--

			<p>(for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering.</p> <ul style="list-style-type: none"> <li>• In secondary schools where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, such as in corridors and communal areas where social distancing cannot easily be maintained. It is now also recommended that these secondary staff/pupils should wear face coverings in classrooms or during activities, unless social distancing can be maintained.</li> <li>• From 17 May, in line with Step 3 of the roadmap, face coverings no longer recommended for pupils in classrooms or communal areas in all schools.</li> <li>• Face coverings no longer recommended for staff in classrooms.</li> <li>• In all schools recommended 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).</li> <li>• Face coverings <del>should</del> <b>must</b> also be worn by pupils in year 7 (age 11 and over) and above when travelling on dedicated school transport to secondary school or college.</li> <li>• People aged 11 and over must wear a face covering when travelling on public transport.</li> <li>• People who are <u>exempt</u> do not need to wear a face covering.</li> <li>• Face-coverings/masks used where required for specific tasks or where 2m</li> </ul>		<ul style="list-style-type: none"> <li>• A hot kettle cannot be carried along the corridor.</li> <li>• Staff are not to offer drinks to students except for water in a disposable cup.</li> <li>• Staff to escort bubbles to and from break spaces and gates at end of day to prevent crossing bubbles.</li> <li>• Each learning space (classroom, lab, art room etc) to be laid out to allow a 2m gap between the adult and students.</li> <li>• Staff route of entry to avoid face to face contact.</li> <li>• Students to be grouped in classes of approximately 30 based on number that can be safely accommodated in learning spaces following layout control measures.</li> <li>• Default is one adult per room, some larger spaces may accommodate more than one adult or more students.</li> <li>• Student movement around site to be minimised by teachers moving to student groups.</li> <li>• Rooms are well ventilated with windows opened and fans in each room.</li> <li>• Site zoned to designate toilets, hand wash facilities, break areas, medical rooms all linked to specific teaching and learning spaces and offices whilst maximising physical distancing.</li> </ul>		
--	--	--	--	--	--	--	--

			<p>distance cannot be maintained whilst a symptomatic child is awaiting collection.</p> <ul style="list-style-type: none"> <li>• Review of one-way systems to maintain physical distancing (PD) undertaken and ongoing monitoring.</li> <li>• In the event of a fire/emergency evacuation, PD to be practiced as far as possible, but nearest available exit to be used (over any one-way systems in place). PD to be practiced at assembly point (as far as practical). Refer to schools revised evacuation procedure.</li> <li>• Pupils to eat together in own groups - two metre distancing to be maintained, wherever possible and surfaces cleaned between groups.</li> <li>• Protocol/staggered times/queuing system in place to avoid people congregating at drop-off/pick-up times and agreed access/egress routes to enable better physical distancing communicated to parents/ guardians.</li> <li>• Contractors/other visitors only allowed on site with prior arrangement (COVID protocols checked/agreed in advance) and ideally, outside school hours e.g. emergency or statutory compliance works. Records kept of all visitors.</li> <li>• Liaison with 'dedicated' Home to School Transport (HTST) team, providers and LA to ensure similar 'grouping' physical distancing/spacing, hand hygiene and cleaning controls etc. in place.</li> <li>• Physical distancing practised in all internal/external rooms/areas of the school and signage/regular reminders to reinforce.</li> </ul>		<p>Routes of egress allocated to zones.</p> <ul style="list-style-type: none"> <li>• In the event of a fire/emergency evacuation PD to be observed amongst adults and between adults and students. So long as this does not delay exit from the building or put anyone at real risk from emergency.</li> <li>• Emergency Evacuation procedure is updated and shared with all.</li> <li>• Sharing of vehicles is to be avoided.</li> </ul> <p><b>NOTE:</b> There are no suggested 'bubble' sizes in the latest government <a href="#">guidance</a> which states e.g.:</p> <p>Assess your circumstances and try to implement 'bubbles' of an appropriate size to achieve the greatest reduction in contact and mixing.</p> <p>- When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by <b>keeping pupils in smaller groups.</b></p> <p>Close Contact means:</p> <p>(1) same household (with symptoms or positive test) (2) contact with anyone tested positive with a PCR or LFD test:</p>		
--	--	--	---	--	---	--	--

- Avoid use of public transport where possible but where unable, remind staff/families to follow government [safer travel guidance for passengers](#) and practice good hand hygiene, physical distancing, use of face coverings etc.
- Car journeys restricted to those from the same household (where possible)

- F2F contact incl. being coughed on or having F2F conversation within 1m.
- Within 1m for 1 minute or longer (without F2F contact).
- Sexual contacts.
- Within 2m 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.

In view of the current belief that new variants may be more easily transmissible this school currently carry out detailed investigations into potential contacts and may advise isolation for other individuals based on information gathered.

As per Government guidance received on 08/06/21 we instruct all Close contacts to obtain PCR tests as close as possible to the 5<sup>th</sup> day following

**ADDITIONAL FACE COVERING INFO:**

- Face coverings to be worn correctly and clear instructions given – see [how to put on, remove, store and dispose of](#)

						<p><u>face coverings</u> – including importance of washing hands</p> <ul style="list-style-type: none"><li>• Re-useable face coverings safely stored by wearers in individual, sealable plastic bags between use.</li><li>• Small supply of ‘school’ face coverings held, where forgotten, lost, damaged, damp or contaminated.</li><li>• Awareness that some individuals are <u>exempt from wearing face coverings</u></li><li>• Note: A face covering is a covering of any type which covers your nose and mouth. It is not the same as the surgical masks or respirators used by healthcare and other workers as part of personal protective equipment (PPE).</li></ul>			
--	--	--	--	--	--	--	--	--	--

7	Physical distancing (PD) and grouping continued		<p>Staff breaks covered by the same member of staff each day to reduce mixing where possible.</p> <ul style="list-style-type: none"> <li>• Where possible and with consideration of the ages of the children each child to use a designated area (desk and chair/equipment) throughout the day, with thorough cleaning of the rooms at the end of the day.</li> <li>• Maximise learning opportunities outdoors – schedule in times for different groups to be taught and play outside. As far as possible, staff are to avoid games and activities that lead to physical contact between children.</li> <li>• Ensure toilets do not become crowded by limiting the number of children who use the toilet facilities at one time - if your site allows it, allocate different groups their own toilet blocks - these should be cleaned regularly and pupils encouraged to clean hands thoroughly.</li> <li>• Timetable use of the staffroom and occupancy of offices to minimise numbers of staff using at the same time – with regular and touch-point cleaning regimes.</li> <li>• Reminders to children not to hold hands, hug, touch or jump on each other etc. with due consideration of their age and level of understanding.</li> <li>• Staff to avoid physical contact with children, wherever possible, however essential contact (e.g. to preserve the safety of a child, to prevent injury or self-harm, for first aid and/ or for safeguarding purposes) would continue.</li> </ul>				
---	---	--	--	--	--	--	--

8	<p><b>Physical Distancing SEND pupils</b></p> <p><b>Difficulty for some children to follow social distancing guidelines or those requiring personal care.</b></p>	Infection of staff and children	<ul style="list-style-type: none"> <li>Physical distancing practiced as far as possible but acknowledged not (often) able to when working with pupils who have complex needs or who need close contact care.</li> <li><a href="#">Additional operational guidance for special schools, special post-16 institutions and alternative provision</a> followed - staff increase their level of self-protection, such as minimising close contact (where appropriate), cleaning frequently touched surfaces, and carrying out more frequent handwashing.</li> <li>Consideration to home schooling when needs cannot be safely met and the introduction <a href="#">Rapid asymptomatic testing in specialist settings</a> for secondary aged pupils and staff.</li> <li>Use of social stories at home to help inform changes when children return.</li> <li>SEND pupils' educational and care support and interventions provided as normal (incl. specialists, therapists, clinicians and other support staff) and staff increase level of self-protection (as above).</li> </ul>	3	4	12	<ul style="list-style-type: none"> <li>Staff involved in personal care to wear PPE. Training of use and provision of equipment to be made by the school.</li> <li>Guidance provided for all staff who may need to use PPE as last level of control measure</li> <li>Individual Risk Assessments are carried out on all students with EHCPs These to be shared with the Senior Leadership team.</li> <li>Re rooming to larger more well ventilated spaces for all withdrawal groups.</li> <li>Following full school control measures as a minimum</li> <li>Where students require support that does not allow for physical distancing the staff working with them are encouraged to minimise that contact.</li> <li>Staff supporting students who are less able to distance are provided with and encouraged to use PPE: gloves, aprons and face coverings, including FFP2 masks. Staff who work closely with students who do not wear masks are to be provided with and encouraged to use the more protective FFP2 masks</li> </ul>	2	4	8	
---	---	---------------------------------	---	---	---	----	---	---	---	---	--

9	<b>Inadequate health and hygiene</b>	Infection of staff and children	<ul style="list-style-type: none"> <li>• Induction for all members of the school community (pupils/staff/peripatetic teachers/others) to explain the latest COVID-19 safety arrangements and guidelines to follow with regular reminders.</li> <li>• Encourage staff and pupils to feedback any concerns/issues regarding the measures in place.</li> <li>• Continual reminders/routines for (staff/pupils/visitors etc.) to wash hands (effectively) for 20 seconds and handwashing facilities available and replenished, including: <ul style="list-style-type: none"> <li>- when they arrive at school</li> <li>- when they return from breaks</li> <li>- when they change rooms</li> <li>- before and after eating and play</li> </ul> </li> <li>• Hygienic wipes or cleaning supplies/hand sanitiser available in each classroom/ office and stored out of reach. Tissues and lidded bins to dispose of waste also in every classroom/ office.</li> <li>• Anyone entering the building should sanitise/wash their hands with clear instructions for visitors to follow on where to wash/availability of hand sanitiser and dedicated toilet facilities.</li> <li>• Robust cleaning regime in place and arrangements to deal with suspected or symptomatic COVID case, including deep clean following Government guidance <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></li> <li>• Door handles, light switches, computer keyboards, toys and other touch points regularly disinfected throughout the day.</li> <li>• More frequent cleaning of rooms /shared areas that are used by different groups.</li> </ul>	2	4	8	<ul style="list-style-type: none"> <li>• Additional handwashing facilities fitted to outside of building. Soap, hand towels and bins available at each point.</li> <li>• Fans operating in every space to reduce chance of stagnant air.</li> <li>• Ventilation to be in place from unlock to lock up to maximise protection for all including those who work outside of school day.</li> <li>• Fans to be directed towards windows to maximise circulation of air from outside rather than recirculating internal.</li> <li>• Cleaners to be provided with and expected to wear masks/visors, disposable gloves and disposable aprons. A fresh pair of gloves should be used for each new room.</li> <li>• Cleaners who are able to are working additional hours to support extra cleaning of site.</li> <li>• Agency staff will be deployed to increase the capacity of the cleaning team.</li> <li>• All cleaners have been briefed in relation to working during pandemic</li> <li>• Cleaners will be scheduled to work in areas when least busy in order to avoid contact with others as far as is possible.</li> <li>• Any unplanned cleaning required during sessions involving students will be undertaken by cleaners who have agreed to work additional hours, the only other staff who will be asked to</li> </ul>	2	4	8	
---	--------------------------------------	---------------------------------	--	---	---	---	---	---	---	---	--

		<ul style="list-style-type: none"><li>• Premises staff/ other <b>[state who]</b> to ensure that appropriate cleaning resources/protective clothing is ordered as required following DfE guidance.</li><li>• Premises staff / other <b>[state who]</b> to ensure availability and replenishment of hand gel/liquid/wipes/ soap/tissues/bins.</li><li>• Premises staff to continue to ensure that the hot water system is working properly – any issues reported promptly.</li><li>• Keep rooms ventilated by opening windows and doors where possible and safe to do so – see 2 above.</li></ul>		<p>clean will be the facilities team in line with their job description.</p> <ul style="list-style-type: none"><li>• Each learning area &amp; office will have a supply of antibacterial wipes to allow staff to clean PCs and any other shared equipment prior to use.</li><li>• Multiple packs of ‘hand friendly’ anti bac wipes are provided in classrooms for students to clean their own work space in multiple use rooms and especially for multiple use equipment.</li><li>• In the case of emergency cleaning the area will be isolated to reduce additional risk from close contact</li></ul>		
--	--	---	--	--	--	--

9	<p><b>Inadequate health and hygiene continued</b></p>	<ul style="list-style-type: none"> <li>• Regular <b>supervised</b> use of hand sanitiser where soap/water not immediately available.</li> <li>• Remind children not to touch their eyes, nose and mouth with unwashed hands</li> <li>• Anyone handling food must wash their hands before and afterwards</li> <li>• Anyone who has to treat a cut or wound must wash their hands before and afterwards</li> <li>• Posters showing effective hand washing and other advice re good hygiene to be displayed above each wash station/sink and in toilets</li> <li>• Posters and lesson plans on general hand hygiene can be found on the <a href="#">eBug website</a></li> <li>• Good respiratory hygiene – “Catch it, Bin it, Kill it” approach - staff and children told to use a tissue or cover their mouth and nose with a bent elbow, when coughing or sneezing. Tissues to be disposed of in lidded bins and to be emptied at the end of each day and double bagged. Hands must be washed after coughing or sneezing, with soap and warm water.</li> <li>• Support for pupils who struggle to maintain good respiratory hygiene (e.g. who spit uncontrollably or use saliva as a sensory stimulant) and the staff who work with them, by reviewing the individual RA for those pupils</li> </ul>		<p>Note: Supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative.</p>		
---	---	---	--	--	--	--

10	<b>Cleaning – inadequate supplies of products/ arrangements</b>	Infection of staff and children	<ul style="list-style-type: none"> <li>• Arrangements in place for regular cleaning of surfaces that children are touching, such as toys, books, tables, chairs, doors, sinks, toilets, more regularly than normal using standard products, such as detergents. In the event that standard detergents become unavailable, bleach can be used where COSHH risk assessment demonstrates it is safe to use. Follow the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a> Staffing needs of cleaning team regularly reviewed, regular and consistent agency staff introduced to supplement team to compensate for absences.</li> <li>• Two cleaners working during the school day to ensure regular cleaning of toilets and touch points.</li> <li>• Seek to prevent the sharing of frequently used individual equipment where possible. Ensure play equipment is cleaned between different groups of children using it, and that multiple groups do not use it simultaneously.</li> <li>• Outdoor playground equipment more frequently and meticulously cleaned. (This also applies to resources used inside and outside by wraparound care providers).</li> <li>• Review/reduce/remove the use of soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts).</li> <li>• Classroom based resources/shared materials e.g. books and games shared within bubble and cleaned/disinfected regularly, along with frequently touched surfaces.</li> <li>• Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned meticulously</li> </ul>	2	4	8	<ul style="list-style-type: none"> <li>• Locations of multiple use scheduled and formalised eg library (RIC)</li> <li>• Resources not collected in from students</li> <li>• Anyone handling food for consumption by others must wear a face covering.</li> <li>• Practical rooms will be provided with gloves to allow students to use gloves when using equipment that may have been used by another bubble in the same day.</li> <li>• Default use of Google Classroom reduces the need for paper based working.</li> <li>• Cleaners are allocated specific areas to reduce crossing too many bubbles and to assist with tracking potential contacts.</li> <li>• Non-essential furniture and resources removed from used spaces.</li> <li>• Duplicates of some educational equipment has been purchased.</li> <li>• Where possible sessions are planned to allow for maximum ‘quarantining’ of resources.</li> <li>• Cleaning scheduled to allow maximum ‘empty time’ between use and cleaning.</li> <li>• When a positive case has been tracked, the rooms used by them are left for an additional time.</li> </ul>	1	4	4	
----	---	---------------------------------	--	---	---	---	--	---	---	---	--

			<p>between bubbles or rotated to allow them to be left unused for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <ul style="list-style-type: none"> <li>• Limit the amount of equipment pupils bring into the setting each day, to essentials such as lunch boxes, hats, coats, books, stationery, mobile phones and bags. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided - robust handwashing, cleaning etc. followed.</li> <li>• Thorough cleaning of areas that a symptomatic child has touched - Public Health/DfE/Gov guidelines on decontamination/deep cleaning to be followed</li> <li>• Arrangements in place with in-house/NVIRO cleaners for thorough cleaning of all areas in use.</li> <li>• Cleaners to wear disposable gloves and aprons and if an area has been heavily contaminated such as with visible bodily fluids from a person with COVID-19, use protection for the eyes, mouth and nose, as well as wearing gloves and an apron.</li> <li>• The setting should ensure an adequate supply of essential supplies.</li> <li>• A monitoring system for PPE introduced to ensure that a supply of stock is available to all who require it.</li> </ul>				<ul style="list-style-type: none"> <li>• All ventilation measures remain in place after the school day to safeguard cleaners.</li> <li>• The Cleaning Manager has responsibility for monitoring and maintaining stock not only of products and resources used by the cleaners but also of the hygiene resources required by these control measures eg tissues, antibac wipes, masks, gloves etc.</li> </ul>				
--	--	--	--	--	--	--	---	--	--	--	--

11	<b>Arrival and departures – staff/pupils (incl. transport considerations)</b>	Infection of staff, children and families	<ul style="list-style-type: none"> <li>• Process/communication for safely removing face coverings when pupils and staff (who use them arrive at school) - <u>how to put on, remove, store and dispose of face coverings</u></li> <li>• Pupils instructed not to touch the front of their face covering during use or when removing them.</li> <li>• Temporary face coverings disposed in a covered bin and reusable face coverings placed in a plastic bag to be taken home. Hands washed again before heading to their classroom.</li> <li>• <del>Parents’ drop off and pick up protocols (including the consideration of staggered start times, one parent/carer, where possible) in place to minimise adult to adult contact: asking parents to maintain 2m distancing when they drop off and collect children, whilst maintaining safeguarding/visual controls.</del></li> <li>• Public transport avoided where possible – those using public transport should refer to the <a href="#">safer travel guidance for passengers</a></li> <li>• Public transport use by pupils, particularly in peak times, should be kept to an absolute minimum – staggered start times considered to avoid peak times.</li> <li>• Protocols checked/agreed with HTST team, including: <ul style="list-style-type: none"> <li>• see <a href="#">Transport to school and other places of education</a> guidance.</li> </ul> </li> <li>• Organised queuing and boarding where possible.</li> <li>• Distancing within vehicles wherever possible.</li> </ul>	2	4	8	<ul style="list-style-type: none"> <li>• Staggered drop-off and collection times for groups</li> <li>• Accessing rooms directly from outside where possible.</li> <li>• <del>If possible, have a queuing system – one way in and one way out</del></li> <li>• Signage/markers to indicate required 2 metre distancing using signage and/or floor markings.</li> <li>• Information poster on reducing risk of infection on building entrance and where adults converge</li> <li>• Staff at entrances reminding students of hygiene habits</li> <li>• Staff escorting groups to specific exit gates</li> <li>• Multiple hand wash stations have been fitted near entrances to the building.</li> <li>• Hand sanitiser is available from wall mounted dispensers around site and additional pump action bottles in classrooms.</li> <li>• Sneeze screens have been fitted at both reception points, the library (RIC) and at student services</li> <li>• <del>Set up/review any outside handwashing stations to wash staff and children’s hands or provide sanitiser under supervision before entry</del></li> </ul>	1	4	4
----	---	---	---	---	---	---	---	---	---	---

		<ul style="list-style-type: none"><li>• Face coverings should also be worn by pupils in year 7 and above when travelling on dedicated school transport to secondary school or college.</li><li>• Encourage parents, staff and pupils to walk or cycle to school if at all possible and consider using 'walking buses' (a supervised group of children being walked to, or from, school),</li><li>• Work with local authority to promote safe cycling routes, where possible.</li><li>• 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).</li><li>• All adults and children to clean/sanitise their hands on arrival/entry to the school</li><li>• Encourage parents not to leave buggies, car seats and scooters at the school and if this is essential, items are to be left outside the school building.</li></ul>							
--	--	--	--	--	--	--	--	--	--

12	<b>Arrival and departures - Visitors</b>	Infection of staff, children and visitor	<ul style="list-style-type: none"> <li>No non-essential visitors to the setting/school and out of hours where possible. Records kept of all visitors.</li> <li>Visitor induction to COVID protocols, including: <ul style="list-style-type: none"> <li>Hand washing/sanitising on arrival and visitor instructed of need to use/location of wash station/toilet, hand sanitiser etc.</li> </ul> </li> <li>Tell suppliers (prior to visit) not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the <u>COVID-19: guidance for households with possible coronavirus infection</u>)</li> <li>Procedure for delivery of food and other supplies so that deliveries are delivered directly to the servery area with no need to go through the building.</li> <li>All maintenance work/ checks completed outside of operational hours wherever possible.</li> <li>Emergency maintenance/ repair work can take place if safe to do so during operational hours and usual safeguarding and contractor management procedures apply.</li> <li>Contractors visiting premises – let them know arrangements in advance of visit and check that they have robust social distancing, Covid-safe procedures in place. Office/ reception staff to log their arrival and departure from site.</li> </ul>	1	4	4	<ul style="list-style-type: none"> <li>Deliveries controlled via electronic gates, not to coincide with school start and finish times.</li> <li>All planned visitors to receive in advance a clear summary of our control measures and guidance of what we expect from them.</li> <li>Staff have received information on where to park and which entrances to use for the areas that they work in so that crossovers are minimised between students/staff/visitors/deliveries</li> <li>Signage on gates instructs visitors: <p><b><i>Please do not come onsite if you or anyone that you have had contact with in the last 10 days has tested positive for Covid 19, is awaiting the results of a test or is currently experiencing symptoms that may be indicative of this virus.</i></b></p> <p><b><i>If none of the above applies to you then welcome, please wear a face covering and wash your hands on arrival.</i></b></p> <p><b><i>Do go straight to the nearest Reception point to sign in.</i></b></p> <p><b><i>Thank you for helping us to keep each other safe.</i></b></p> </li> </ul>	1	4	4
----	--	--	---	---	---	---	---	---	---	---

13	<p><b>Wrap-around &amp; Extra-curricular provision – transmission of the virus</b></p>	<ul style="list-style-type: none"> <li>• Ensure any breakfast and after-school provision can work alongside wider protective measures, including keeping children within their year groups or bubbles, where possible. If it is not possible to maintain bubbles being used during the school day small, consistent groups used.</li> <li>• All parents may access wraparound and extra-curricular provision for their children, without any restrictions on the reasons for which they may attend.</li> <li>• From 8 March 2021, school work to resume all before and after school educational activities and wraparound childcare for pupils, where this provision is necessary to support parents to work, attend education and access medical care, and is as part of pupil's wider education and training, where one of the following applies: <ul style="list-style-type: none"> <li>• the provision is being offered as part of the school's educational activities (including catch-up provision)</li> <li>• the provision is for a vulnerable child or young person</li> <li>• the provision is as part of their child's efforts to obtain a regulated qualification or meet the entry requirements of an education institution</li> <li>• the use of the provision is reasonably necessary to support them to: <ul style="list-style-type: none"> <li>— work</li> <li>— seek work</li> <li>— undertake education or training</li> <li>— attend a medical appointment</li> <li>— address a medical need</li> <li>— attend a support group</li> </ul> </li> </ul> </li> </ul>	2	4	8	<p>Note: see <u>Wrap-around provision and extra-curricular activity</u> section in main guidance for further details.</p> <p>Also: If the provision is taking place indoors and it is not possible to group children in the same bubble as they are in during the school day, providers should try to keep them in consistent groups of no more than 15 children and at least one staff member.</p> <p>For outdoor provision, until 29 March, providers should continue to keep children in small groups of no more than 15 children, in line with the advice on indoor provision. From 29 March, when all outdoor sports and supervised activities for children will be able to open without restrictions on attendance, activities taking place outdoors can happen in groups of any number. This is because the transmission risk is lower outside.</p> <p>Where providers are offering organised activities for children, such as wraparound childcare or extra-curricular activities are <b>outdoors</b>, this can currently happen in groups of any number.</p> <p>From <b>17 May</b>, in line with the commencement of Step 3 of the roadmap, where wraparound and other extra-curricular activities for children are taking place <b>indoors</b>, 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</p>	1	4	4	
----	--	---	---	---	---	---	---	---	---	--

From 29 March, all parents will also be able to access provision for one of these additional purposes:

- where the provision is taking place outdoors – all children may access outdoor provision regardless of circumstances
- their children are eligible for free school meals and are attending provision as part of the holiday activities and food programme.
- Work closely with any external wraparound providers which pupils may use to try to keep children in the same bubble they are in during the school day, as far as possible – see [Protective measures for holiday and after-school clubs, and other out-of-school settings during the coronavirus \(COVID-19\) outbreak](#).
- Parents advised to limit the number of ~~different~~ multiple out-of-school settings providers and to only use one out-of-school setting in addition to school wraparound providers they access as far as possible, encouraged to check providers have put in place own protective measures and sent link to [guidance for parents and carers](#).
- Where school hires out its premises for use by external wraparound childcare providers, such as after-school or holiday clubs, ensure these organisations have considered the relevant government guidance for their sector and put in place protective measures.
- As with physical activity during the school day, contact sports should not take place. (see Physical Activity below)

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.

- Extra curricular clubs are organised for outside or in large, well ventilated spaces.
- Groupings are consistent for each club every time, participants must sign up in advance, drop ins not allowed
- Registers are kept for tracking purposes.
- Participants are encouraged to alter their LFT days in order to test within 24 hrs prior to attending a club,

14	<b>Physical activity in schools – transmission of the virus</b>	<ul style="list-style-type: none"> <li>• Pupils kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</li> <li>• Outdoor sports prioritised where possible, and large indoor spaces used (maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene.</li> <li>• PE lessons indoors (including those that involve activities related to team sports, for example practising specific techniques) permitted within school system of controls.</li> <li>• External facilities can be used in line with government guidance for the use of, and travel to and from, those facilities.</li> <li>• Work with external coaches, clubs and organisations for curricular and extra-curricular activities subject to obtaining provider assurance/evidence that this is safe to do so and careful consideration how such arrangements can operate within school wider protective measures.</li> </ul>	2	4	8	<p>Note: Where schools are considering team sports schools must only consider those sports whose national governing bodies have developed guidance under the principles of the government’s guidance on team sport and been approved by the government –such as sports on the list available at grassroots sports <a href="#">guidance for safe provision including team sport, contact combat sport and organised sport events</a>.</p> <p><del>From 29 March, outdoor competition between different schools can take place. Indoor competition between different schools should not take place until wider indoor grassroots sport for under 18s is permitted. This will be no earlier than 12 April and we will confirm in due course.</del></p> <p><b>Indoor and outdoor competition between different schools can take now place.</b></p> <p><b>BMS are not participating in sporting activities with other schools</b></p> <p>Schools should refer to advice from organisations such as the <a href="#">Association for Physical Education, Youth Sport Trust, School PE leads and BHCC Outdoor Education &amp; PE Support Service</a>.</p> <p>Also: Guidance on <a href="#">grassroot sports for public and sport providers, safe provision and facilities</a>, and guidance from <a href="#">Sport England</a>, guidance from Swim England on school swimming and water safety lessons available at <a href="#">returning to pools guidance</a> documents and <a href="#">using changing rooms safely</a>.</p>	1	4	4
----	---	--	---	---	---	--	---	---	---

						<p>BMS are not using changing rooms, students are wearing their PE kits all day on PE days.</p> <p>Schools can consult the <u>guidance</u> produced for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children, to advise on the protective measures providers should put in place.</p>				
--	--	--	--	--	--	--	--	--	--	--

15	<b>Educational visits – transmission of the virus</b>	<ul style="list-style-type: none"> <li>• <del>We advise against all educational visits at this time. This advice will be kept under review.</del></li> <li>• <del>In line with current coronavirus (COVID-19) restrictions, we continue to advise against undertaking all educational visits.</del></li> <li>• <del>In line with the roadmap, should step 2 commence as planned, schools can resume educational <del>day visits</del> no earlier than 12 April.</del></li> <li>• <del>In line with the roadmap, we advise against <del>domestic residential educational visits</del> until at least step 3, no earlier than 17 May.</del></li> <li>• <b>Educational day visits</b> continue subject to relevant COVID-secure guidelines, system of controls, consistent groups, COVID-secure measures at the destination, wider advice on visiting indoor/outdoor venues and full and through risk assessment.</li> <li>• <b>Domestic residential educational visits</b> permitted from 17/5/21 subject to full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely. Consideration given the principles set out in the <b>system of controls and Annex C</b> (see <a href="#">latest Schools coronavirus operational guidance</a>) for FULL details to ensure children/staff taken into a safe environment e.g. <ul style="list-style-type: none"> <li>- <b>Visit bubble size</b> principles: <ul style="list-style-type: none"> <li>- Bubbles should be formed from existing school bubbles such that residential visit bubbles only have pupils from a single existing bubble</li> <li>- Form bubbles no larger than circa 30 children - where possible aim to establish smaller bubbles</li> <li>- <b>Only teachers and members of the school workforce already part of the</b></li> </ul> </li> </ul> </li> </ul>	2	4	8	<p>NOTE: DfE recognises the significant benefits of educational visits for children’s educational development as well as their mental health and wellbeing and is taking steps to allow children to enjoy visits in line with the government’s roadmap.</p> <p><b>The roadmap is driven by data, not dates.</b> The government will only move from one step to the next when it is safe to do so and based on 4 tests.</p> <p><b>For that reason, all dates are indicative and subject to change. Advice has now been updated to reflect the Prime Minister’s announcement regarding Step 3. Advice will continue to be updated in line with the roadmap.</b></p> <p>The government has now published <a href="#">Red, amber and green list rules for entering England</a> . Given the complexities attached to international travel at this stage of the pandemic, it is <b>recommended that schools do not go on any international visits this academic year up to and including 5 September 2021</b>. The position beyond 5 September will be reviewed again in advance of Step 4.</p>	2	4	8	
----	---	---	---	---	---	---	---	---	---	--

			<p><b>established school bubble should accompany pupils on the visit</b> as they are already part of the existing school bubble - they do not count towards the bubble size</p> <ul style="list-style-type: none"><li>- <b>Parents, carers or volunteers should not accompany the group to maintain the integrity of the bubble.</b></li><li>• Other detailed considerations include:<ul style="list-style-type: none"><li>- Risk assessment</li><li>- General preparation</li><li>- Accommodation</li><li>- Insurance</li><li>- Travel</li></ul></li><li>• The Global Travel Taskforce has been commissioned to set out how to facilitate a return to <b>international travel</b> as soon as possible while managing the risk from imported variants of concern. It is due to report on 12 April 2021. This advice will be updated following the publication of the report.</li></ul>					
--	--	--	--	--	--	--	--	--

16	<b>Sickness at setting</b>	Infection of staff and children	<ul style="list-style-type: none"> <li>Record kept of all visitors/attendees to enable contact tracing.</li> <li>The school must engage with the <a href="#">NHS Test and Trace</a> procedure where a member of staff or pupil is symptomatic or has been diagnosed - <a href="#">see also 'How it Works'</a>.</li> <li>Rapid testing using Lateral Flow Devices (LFD)s to support the return to face-to-face education by helping to identify people who are infectious but do not have any coronavirus (COVID-19) symptoms – not mandatory but participation strongly encouraged.</li> <li>Schools and nurseries should offer testing to all teaching and non-teaching staff members, which includes: <ul style="list-style-type: none"> <li>trainee teachers on placement in school</li> <li>supply workforce</li> <li>contractors</li> <li>peripatetic staff</li> <li>clinical practitioners</li> <li>therapists</li> <li>other support staff</li> <li>caterers</li> <li>volunteers</li> <li>those supporting with wraparound childcare to children attending school</li> </ul> </li> <li>It remains essential that anyone who gets a positive result from an LFD result self-isolates immediately, as must other members of their household, while they get a <b>confirmatory PCR test</b>.</li> <li>Where an LFD test is taken first, and a PCR test is then taken within 2 days of the positive lateral flow test, and is negative, it overrides the LFD test and the person can return to school.</li> </ul>	3	4	12	<p><b>DfE note:</b> Schools have received an initial supply of 10 home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. Re-ordering procedures have been communicated to schools.</p> <p>BMS avoids use of postal kits if possible as results are return much more quickly from attending a test centre.</p> <p>If someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they and other members of their household can stop self-isolating. If they are unwell (e.g. with another virus, such as a cold or flu) they should avoid contact with other people until they are better.</p> <p>If a person is isolating because of contact with someone has tested positive then they should continue to isolate for the full 10 days even if they have obtained a negative result</p> <p>If someone tests positive, they should follow the '<a href="#">stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>' and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. Other members of their household, support</p>	2	4	8
----	----------------------------	---------------------------------	--	---	---	----	--	---	---	---

- Staff in **primary schools** will continue to test (**voluntary, but strongly encouraged**) with LFDs twice a week at home, as per existing guidance on testing for staff in primary schools and nurseries. Primary age pupils will not be tested with LFDs.
- **Secondary schools and colleges** - Move to (**voluntary, but strongly encouraged**) home testing model for staff (and pupils) ~~after pupils have been offered 3 tests on site, 3-5 days apart. Pupils can return to F2F education after first negative test – although voluntary.~~ Non-tested pupils can attend as normal (subject to usual COVID control measures). Staff & pupils supplied with LFD test kits for twice weekly self-swabbing tests at home.
- **Specialist settings** – see additional operational guidance and Rapid asymptomatic testing in specialist settings. Settings encouraged to test staff on a twice-weekly basis, with tests 3-4 days apart. Offer one-off testing to returning secondary age pupils or those 19-25 with EHCPs. Recognised that self-swabbing may cause significant concerns for some children and young people with SEND. Testing is voluntary and no child or young person will be tested unless informed consent has been given by the appropriate person.
- Communicate to staff, parents/carers they need to be ready and willing book a test, self-isolate and inform school of the result of NHS Test & Trace.
- Children instructed to let staff know immediately if they start feeling unwell (hot, new continuous cough, loss/change of smell/taste).

bubble or childcare bubble should continue self-isolating for the full 10 days.

Refer: **PHE South East Educational Settings Working Group COVID-19 Resource Pack for Educational Settings** provides useful information and guidance and PHE South East Health Protection Team: **Managing Suspected and Confirmed COVID-19 cases in Childcare and Educational Settings FLOWCHART**

Scroll down. to the Public Health England section on BEEM

- Given how much is not known about the details of Delta Variant we will continue to respond to all unexplained symptoms as concerning and will instruct members of the school community to take PCR tests for confirmation of their status.
- Staff and student families are regularly reminded of the expectations to operate with caution and altruism.

- SLT prioritise promptly a thorough checking, tracking and

		<ul style="list-style-type: none"> <li>• Staff aware of and vigilant to symptoms of coronavirus.</li> <li>• Procedure in place to be followed if staff or children become unwell on site with a new, continuous cough, high temperature or loss /change of smell or taste, including:</li> <li>• who will liaise with the DfE Helpline 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case) or local Health Protection Team and provide any necessary information or support to allow them to conduct their rapid risk assessment to confirm who has been in contact with the person.</li> <li>• Process for sending home any people identified by the DfE Helpline or Health Protection Team and informing them of the need to self-isolate for 10 days</li> <li>• How staff/ parents/ guardians will be informed following the DfE Helpline or Health Protection Team advice/ templates</li> <li>• Protecting personal data - not sharing the names or details of people with coronavirus (COVID-19) unless essential to protect others.</li> <li>• Symptomatic staff will be sent home to self-isolate and must arrange a test via <a href="#">NHS Test and Trace</a> and school informed of the result.</li> <li>• Symptomatic child moved to <b>a medical isolation room</b> where possible away from others, door to be closed and window opened for ventilation. Whilst awaiting collection, the child supervised by one member of staff. Parent/carer must arrange a test for child via <a href="#">NHS Test and Trace</a> and school informed of the result.</li> </ul>		<p>tracing process in response to reports of positive status or the probability of such.</p>		
--	--	---	--	--	--	--

- |  |  |   |  |  |  |  |
|--|--|---|--|--|--|--|
|  |  | <ul style="list-style-type: none"><li>• If it is not possible to isolate child, move them to an area, which is at least 2 metres from others.</li><li>• The child should use a separate toilet and this should then be thoroughly cleaned before being used by anyone else (in line with guidelines). <a href="#">Cleaning in non-healthcare settings</a>/sealed for 72 hours, then cleaned.</li><li>• A small <a href="#">PPE</a> supply is available for staff supervising children presenting with symptoms before collection where 2m distance cannot be achieved. A facemask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child is necessary, then gloves, an apron and a facemask should be worn by the supervising adult. If a dynamic risk assessment by the first aider determines there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.</li><li>• The member of staff supervising the child being isolated must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after the child is collected.</li><li>• A symptomatic member of staff or child should take the shortest route out of the building.</li><li>• <a href="#">Clean</a> the area around the person with symptoms with normal household disinfectant.</li><li>• Where a child/children/staff member/s tests positive, the rest of their group may be sent home and advised to self-isolate for <b>10</b> days (as guided by DfE helpline).</li></ul> |  |  |  |  |
|--|--|---|--|--|--|--|

		<ul style="list-style-type: none"><li>• Referral to DfE helpline where required on 0800 046 8687 - selecting the option for reporting a positive case. (Lines open Monday to Friday from 8am to 6pm, and 10am to 6pm on Saturdays and Sundays)</li><li>• Positive/diagnosed staff cases reported to H&amp;S team on COVID-HS2 form and investigated as per current <a href="#">procedures</a></li></ul>				<p><b>Note: We do not require an HS2 form for positive staff cases where the school are confident that the member of staff did not contract this at work – e.g. they have been homeworking.</b></p>			
--	--	---	--	--	--	---	--	--	--

17	<b>Staff Wellbeing -</b>  Staff are worried and feel stressed because of the national situation and fear of the risk of infection	All Staff including SLT	<ul style="list-style-type: none"> <li>• Staff have access to <a href="#">BHCC wellbeing pages</a> and school wellbeing plan.</li> <li>• Governing boards and school leaders should have regard to staff (including the Headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</li> <li>• Headteacher wellbeing considered and monitored by the Governing Body and support provided <b>[ADD DETAIL OF SUPPORT]</b></li> <li>• Please refer to pages 9/10 (above) 'Transmission of virus continued' for the latest shielding/vulnerability advice and completion of the COVID-19 Individual Risk Assessment used to assess the potential risks to a vulnerable person to return safely.</li> <li>• Open-door policy for staff to raise any wellbeing concerns - including becoming overwhelmed – and regular SLT check-ins.</li> <li>• Staff briefing regarding new arrangements and expectations – including those for staff working at home.</li> <li>• Agreed methods of communication – e.g. email, Ping, WhatsApp groups, website, staff contact numbers, text alerts, line manager contact and support etc.</li> <li>• DSE guidance on BEEM and <a href="#">BHCC website</a>.</li> <li>• Regular breaks to be programmed in for all staff.</li> <li>• Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>• Staff briefing (subject to distancing guidelines/electronic communication) and explanation of current controls/opportunity to raise concerns/implement additional measures.</li> <li>• Take time to identify staff personal experiences during pandemic to identify individual worries or concerns. Think together about what challenges might be ahead and what support individuals might need. Increase frequency of supervision for vulnerable staff. Seek support or guidance for overwhelmed staff.</li> <li>• Regular emailed staff briefings ensure all staff are informed of plans and explanation of current controls/opportunity to raised concerns/implement additional measures.</li> <li>• Individual Risk Assessments were carried out by all staff prior to full reopening of school</li> <li>• Counselling service information shared regularly with staff.</li> <li>• Line management structure maintained to ensure cascade of care.</li> <li>• Mental Health training to be considered.</li> <li>• LA Wellbeing information and support aimed at Headteachers has been shared with all SLT.</li> <li>• The linemanager structure includes regular wellbeing check ups and the structure covers the whole staff group.</li> <li>• Usual return to work support in place for anyone returning from individual absence.</li> </ul>	2	2	4
----	---	-------------------------	---	---	---	---	---	---	---	---

						<ul style="list-style-type: none"><li>• New staff introduced to school systems earlier than usual.</li><li>• Existing HR procedures continue as a default.</li><li>• It is recognised that there is likely to be a significant emotional/mental response to any experience of Covid 19 in addition to the physical impact.</li><li>• Members of our community are encouraged to watch out for each other.</li></ul>				
--	--	--	--	--	--	---	--	--	--	--

	<p><b>Staff Wellbeing Continued</b></p>	<p>All staff including SLT</p>	<ul style="list-style-type: none"> <li>• SLT to monitor who is ill and make contact – esp. with those that live alone.</li> <li>• SLT to follow guidance re PPE from LA/DfE/PHE etc. to ensure staff have appropriate types and supply of PPE</li> <li>• The use of face coverings/masks in line with guidance and should be considered where staff have additional/particular concerns and used/provided where task RAs dictate.</li> <li>• Cleaning/premises staff provided with PPE including disposable gloves, aprons and face mask</li> <li>• Regular staff meetings – remotely if possible or outside (weather permitting)</li> <li>• CPD and training accessed via eLearning when possible</li> <li>• Bereavement support and guidance available <b>STATE LOCAL SUPPORT AVAILABLE</b></li> <li>• DfE additional support for both pupil and staff wellbeing in the current situation &amp; information about the <a href="#">extra mental health support for pupils and teachers</a> available.</li> <li>• The <a href="#">Education Support Partnership</a> provides a free helpline for school staff and targeted support for mental health and wellbeing.</li> </ul>								
--	---	--------------------------------	--	--	--	--	--	--	--	--	--

18	<b>Children’s wellbeing</b>	Children	<ul style="list-style-type: none"> <li>Find out or provide opportunity for each child to share their experience of lockdown including positives, negatives, any experiences of separation and loss, anxiety about returning, confusion, bereavement. Update information on SEND, health and learning, with high priority given to wellbeing.</li> <li>Use familiar settings wherever possible for a class’ return to school.</li> <li>Staff to be mindful that young children may find it difficult to adjust to changes and avoiding physical contact with others. Children to be put in small/same groups and staff to monitor the emotional/welfare of children.</li> <li>BHISS to be contacted to offer support for those children who have experienced trauma, anxiety and finding returning to school difficult</li> <li>Other specialist support available through the local authority - <b>STATE THOSE USED</b></li> <li>Stagger children’s start/finish times.</li> <li>Encourage updates from home, via phone and current online systems</li> <li>Follow guidance on supporting children’s mental health and wellbeing during the coronavirus pandemic.</li> <li>Bereavement support and guidance <b>available as per school Bereavement policy and specific training is being provided to staff.</b></li> <li>Pupil wellbeing and support detailed on <del>P61</del> in main <a href="#">guidance</a></li> </ul>	3	3	9	<ul style="list-style-type: none"> <li>Online assemblies are presented across the school at the same time to encourage a sense of sharing the same experiences.</li> <li>Pastoral teams continue to be proactive in offering emotional support and signposting to students and their families.</li> </ul>	2	3	6
----	-----------------------------	----------	---	---	---	---	---	---	---	---

19	<p><b>Any staff - home working and use of display screen equipment (DSE)</b></p> <p>DSE related ill-health or injury and Isolation</p>	Staff	<ul style="list-style-type: none"> <li>Staff made aware of the corporate <a href="#">guidance</a> for 'working well at home' and how to access this</li> <li>DSE guidance on BEEM and BHCC website</li> <li>Staff asked to complete/update DSE assessments for working at home</li> <li>Staff provided with DSE equipment if needed, e.g. separate mouse, keyboard, stand for laptop or chair.</li> <li>Management to make regular contact with homeworkers to check if any issues and on their wellbeing</li> <li>Regular breaks to be programmed in for all staff and staff working from home to ensure regular breaks are taken</li> </ul>	1	2	2		1	2	2	
20	<p><b>Nappy/pad changing, intimate care and clinical and offensive waste removal</b></p>	Staff may be exposed to the virus	<ul style="list-style-type: none"> <li>Children whose routine care already involves the use of PPE due to their toileting and/or intimate care needs should continue to receive their care in the same way and staff provided with the same levels of PPE</li> <li>Schools current toileting/ intimate care procedures are followed for nappy/pad changing.</li> <li>Clinical waste arrangements/facilities already in place. Additional government guidance is followed on waste removal.</li> </ul>	3	4	12	<ul style="list-style-type: none"> <li>Public Health and Health and Safety have advised that mask wearing is not required for nappy changes.</li> <li>BMS will be providing fluid repellent masks, disposable aprons and gloves for all staff who have to support personal care.</li> <li>Key support staff have attended training in the safe use of PPE for student support, the learning to be cascaded to appropriate teams.</li> </ul>	2	4	8	

21	<p><b>Office equipment</b></p> <p>Staff exposed to the virus through shared equipment</p>	Staff	<ul style="list-style-type: none"> <li>• Shared equipment avoided wherever possible – e.g. own phones, desks, stationery and no hot-desking</li> <li>• Where equipment has to be shared, it is used by as few people as possible &amp; cleaned after use – e.g. photocopiers, intercoms/entry systems etc.</li> <li>• Essential visitors/contractors signed in by reception/ office staff and reminded of SD/hygiene expectations.</li> <li>• All keyboards, mice, desks, chair arms and telephones to be cleaned before use, between shifts, and at the end of the day with antibacterial cleaners or standard disinfectants.</li> <li>• Cleaning wipes available.</li> <li>• Workstations/staff set apart by 2m, e.g. with floor markings or taped-off areas/desks.</li> </ul>	2	3	6	<ul style="list-style-type: none"> <li>• Signs requesting physical distancing displayed at external reception doors and within reception area – esp. where no screen.</li> <li>• Physical distancing markings on floor and/or ‘one in one out’ policy where physical distancing difficult.</li> <li>• Sneeze screens erected where required.</li> <li>• Online register for staff</li> <li>• Where break relief is required at reception points the incoming staff member must have time to wipe all surfaces prior to beginning to receive calls, visitors.</li> <li>• Delivery personnel requested to wear face coverings and maintain physical distancing.</li> </ul>	1	3	3	
22	<p><b>Communication</b></p> <p>SLT/staff not up to date with PHE/Government/DfE &amp; LA advice/guidance</p>	All Staff/Pupils/ Parents/Outside Agencies	<ul style="list-style-type: none"> <li>• SLT to read, review and share PHE/DfE/Government information and advice from Brighton &amp; Hove local authority ensuring all staff/governors/parents/carers are kept up to date, including: <ul style="list-style-type: none"> <li>- Emails from Education &amp; Skills</li> <li>- <a href="#">Links to Gov.uk information</a></li> <li>- <a href="#">BEEM</a></li> </ul> </li> <li>• Heads PA / designated staff member to check LA website daily and notify SLT – <a href="https://new.brighton-hove.gov.uk/coronavirus-covid-19">https://new.brighton-hove.gov.uk/coronavirus-covid-19</a></li> <li>• Emergency procedures should be regularly updated and shared with all staff following updated guidance from Public Health England/DfE/Government and LA</li> <li>• Behaviour Policy to be updated to reflect changes and communicated to pupils, parents and staff.</li> </ul>	1	2	2	<ul style="list-style-type: none"> <li>• Robust communication systems are in place for the consistent and clear messages to students, families and staff.</li> <li>• All are informed of changes in advance.</li> <li>• This risk assessment, summary guidance for visitors and staff handbook are shared with all staff at every review and are stored in an accessible and efficiently signposted shared drive.</li> <li>• All staff are encouraged to feedback in an ongoing manner by email to school H &amp; S lead on all health and safety and practical matters. The control measures and working plans are regularly review in light of such feedback.</li> </ul>	1	2	2	

23	<p><b>'HUB or shared staff / premises Arrangements'</b> (if applicable) Staff unfamiliar with premises, emergency arrangements and/or pupils</p>	Staff/pupils	<ul style="list-style-type: none"> <li>• Staff who do not usually work at site inducted (&amp; recorded) to include: <ul style="list-style-type: none"> <li>- Sight of COVID RA and arrangements</li> <li>- Layout of premises/facilities/equipment.</li> <li>- Evacuation procedures and how to raise the alarm.</li> <li>- Who the first aiders are and how to summon help in an emergency?</li> <li>- Who/how to contact with any questions/concerns.</li> <li>- Expected role whilst on site.</li> <li>- Check staff training to undertake specific roles.</li> <li>- Check staff re: any ongoing medical conditions/adaptations, which may be required to work safely.</li> <li>- The sharing of relevant premises/task risk assessments.</li> <li>- Hygiene measures and physical distancing procedures in place</li> </ul> </li> <li>• The sharing of behaviour plans/strategies/individual pupil RAs, if working with children with known complex needs.</li> </ul>	2	3	8	<p>Note: Teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Supply staff and other temporary workers can also move between schools, where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for and minimising risk and schools should ensure that all temporary staff have access to the information on the safety arrangements in place, and ensure that this is provided as soon as possible after the booking is confirmed.</p> <ul style="list-style-type: none"> <li>• Cover of classes is carried out by a team of cover supervisors and regular direct supply before contacting agencies as a last resort.</li> <li>• Supply and agency staff receive clear instructions on the expectations in relation to H &amp; S.</li> </ul>	1	4	4
----	--	--------------	---	---	---	---	---	---	---	---

24	<b>Caterer unable to provide a school meals service/or are operating a reduced service</b>	Pupils	<ul style="list-style-type: none"> <li>• Kitchens expected to be fully open and normal legal requirements apply to the provision of food for pupils, including ensuring food meets the <a href="#">standards for school food in England</a>.</li> <li>• Continued provision of free school meal support to pupils who are eligible for benefits-related free school meals and who are learning at home during term time.</li> <li>• More information available on <a href="#">providing school meals during coronavirus (COVID-19)</a>.</li> <li>• Liaison with Susie Haworth, School Meals Manager, as required.</li> <li>• Assurance sought that school kitchen operation complies with the <a href="#">guidance for food businesses on coronavirus (COVID-19)</a>.</li> <li>• Consider having an arrangement in place to ensure hygiene e.g. a trolley for lunch bags/boxes with cleaning supplies provided nearby so that the lunches can be left in a specific place and then the containers sanitised</li> <li>• If only reduced/alternative menu available, parents/carers informed to ensure allergies considered.</li> <li>• School to seek assurance from <del>Caterlink</del> Innovate that appropriate policy (and compliance) in place for managing COVID-19 including: non-attendance where symptomatic, increased hygiene, cleaning of equipment (incl. tables &amp; chairs) &amp; arrangements to ensure social distancing for deliveries, food preparation and serving, queuing, staggering sittings, tables/seats safe distance apart etc. Use of other suitable areas if necessary.</li> </ul>	2	3	6	<ul style="list-style-type: none"> <li>• Access to each of the three catering areas is scheduled for each bubble, based on their break time groups.</li> <li>• All touch points in the service areas are cleaned between groups.</li> <li>• There is efficient communication between the school and the caterer, information is shared promptly on bubble closures, special events and adaptations to control measures as necessary to ensure a balance of good supply whilst minimising cost and waste.</li> </ul>	1	2	2	
----	--	--------	---	---	---	---	---	---	---	---	--