Site / school name:	Sythwood Primary and Nursery School		

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

Tasks and activities covered by this risk assessment:	▪ Full re-opening of schools from September 2020 ▪ Pick up and drop off from school ▪ Cleaning and sanitisation ▪ Food provision ▪ Potential remote working of some staff and students		
Equipment and materials used:	▪ General class and teaching materials ▪ Practical equipment and materials ▪ Sports and PE equipment ▪ Cleaning materials and equipment		
Location(s) covered by this risk assessment:	▪ All school premises and grounds		
Name of person completing this risk assessment:	Elliot Cole, James Knights, Nicola Matheson and Yola Wilkins	Date of completion:	15.07.20; updated 24.08.20; updated 01.09.2020; updated 09/09/2020; updated 16/09/2020; updated 23/09/2020; updated 21/10/2020; updated 09/12/2020; updated 13/01/21
Risk assessment approved by:		Date of approval:	
Date risk assessment to be reviewed by:		Risk assessment no:	Version 1.1 – 19 August 2020

Record of risk assessment reviews					
Date of review:	19 August 2020	Reviewed by:	Jon Robinson	Comments / date of next review:	- Updated relevant time periods from 7 to 10 days - Advice regarding staff wishing to use their own face coverings. - Additional information in relation to cleaning regimes following updated guidance. - Reference to CLEAPSS guidance to provision of practical subjects from September. - Additional questions / prompts / references relating to delivery of practical subjects for Science, D&T, Art and Drama. Music and PE were already included in version 1. - The curriculum section has been reordered to accommodate these changes. - All changes have been highlighted in yellow.
Date of review:		Reviewed by:		Comments / date of next review:	
Date of review:		Reviewed by:		Comments / date of next review:	

System of controls

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.

Prevention:

1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.
2. Clean hands thoroughly more often than usual.
3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.
4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.
5. Minimise contact between individuals and maintain social distancing wherever possible.
6. Where necessary, wear appropriate personal protective equipment (PPE).

- Numbers 1 to 4 must be in place in all schools, all the time.
- Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.
- Number 6 applies in specific circumstances.

Response to any infection:

7. Engage with the NHS Test and Trace process
8. Manage confirmed cases of coronavirus (COVID-19) amongst the school community.
9. Contain any outbreak by following local health protection team advice.

- Numbers 7 to 9 must be followed in every case where they are relevant.

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

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.					
Measures to stop persons coming into school with coronavirus symptoms					
▪ Ensure that pupils, staff, and other adults do not come into the school if they have coronavirus (COVID-19) symptoms or have tested positive in the last 10 days. ▪ Communicate these measures clearly to staff and the school community. Repeat on a regular basis. ▪ Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus.	▪ Is there a procedure in place for this? ▪ How will this be communicated to the school community? ▪ Consider what information or measures may be needed at school gates and entrances to the building, as well as on the school website. ▪ How will visitors to site be managed?	▪ Reopening letter and September reminder letter clearly states not to come to school if have any symptoms ▪ Regular reminders to be sent out on the newsletter ▪ Posters to be attached on gates and main entrances displaying this information ▪ Visitors will be asked prior to visiting if they are symptomatic and again on arrival – declaration page on website prior to visit ▪ Office team to be trained to ask questions on arrival of visitors ▪ Inventory to include tick box declaration in relation to Covid. ▪ Letters sent to parents regarding school closure and			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
		remote learning for lockdown #3 ■ Key worker and vulnerable children communicated and year group bubbles arranged.			
Suspected case of coronavirus in school					
■ If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow government guidance. They must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus. Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms. ■ If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. ■ If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.	■ Is there a procedure for managing suspected cases of coronavirus? ■ Is there an appropriate room identified that can be used to isolate someone with symptoms whilst they are awaiting collection? ■ Have welfare staff and others been trained in measures to take? ■ Have welfare staff and others been provided with PPE and training on its use? ■ Is there a procedure for contacting the local public health protection team?	■ Areas to be designated in each building for anyone with symptoms to wait ■ PPE available in these areas ■ Room to be thoroughly cleaned once empty ■ Regular reminders to staff of correct and safe procedures for dealing with anyone unwell with symptoms ■ Parents strongly encouraged to seek a test if child shows symptoms and provide school with feedback. ■ Follow government guidance. ■ New Surrey flow chart adopted. Public Heath England notified. ■ Updating Trust spreadsheet when child is sent home. ■ Any child who is ill (non-Covid specific) to have their temperature taken before release.			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). ▪ A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn. ▪ Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace. ▪ Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people.		▪ Parent info letter created to be given to parent of suspected child. ▪ Surrey templates are adopted to send to bubbles. ▪ Office staff routinely asking whether children have any symptoms – or anyone in household – during discussions regarding absences. ▪ Staff absence log set up to monitor symptomatic adults and update when tests have been obtained			
2. Clean hands thoroughly more often than usual.					

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. ▪ Regular and thorough hand cleaning is going to be needed for the foreseeable future.	▪ Build hand washing into school routines so that children wash their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. ▪ Are there enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly? ▪ Ensure 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. ▪ Sufficient quantities of cleaning supplies and hand soap to be maintained. ▪ All staff will be briefed weekly as a minimum on	▪ Children to wash their hands at regular times throughout the day e.g. when entering, before snack, after playing, before lunch, after lunch and before going home. ▪ All classrooms except Juniper classroom have sinks. ▪ Hand washing posters to remain prominently displayed by all sinks ▪ Hand sanitiser to be used when sinks cannot be readily accessed e.g. coming off playground straight into lunch ▪ Families have been made aware in the reopening letter that hand sanitiser containing alcohol will be used and for them to let their class teacher know if they do not want their child to use it e.g. due to religious beliefs ▪ Small children / children with complex needs to be supervised / supported while washing their hands.			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	▪ expected hygiene standards. ▪ All staff instructed to actively monitor to ensure all pupils and colleagues are adhering to principles of good hygiene.				

3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ The 'catch it, bin it, kill it' approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine. ▪ Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. ▪ The World Health Organisation published a statement on 21 August about children and face coverings. They now advise that "children aged 12 and over should wear a mask under the same conditions as adults, in particular when they cannot guarantee at least a 1-metre distance from others and there is widespread transmission in the area. ▪ Nationwide, the government is not recommending face coverings are necessary in education settings generally because a system of control, applicable to all education environments, provides additional mitigating measures. Schools and colleges will have the discretion to require face coverings in communal areas where social distancing cannot be safely managed, if they believe that it is right in their	▪ Are there enough tissues and bins available in the school to support pupils and staff to follow this routine? ▪ Ensure that younger children and those with complex needs are helped to get this right. ▪ Are there risk assessments in place for pupils with complex needs who will struggle to maintain as good respiratory hygiene as their peers? ▪ All staff will be briefed weekly as a minimum on expected hygiene standards. ▪ All staff instructed to actively monitor to ensure all pupils and colleagues	▪ Bins are located in every classroom ▪ Bins with lids removed to avoid touching surfaces ▪ Tissues to be regularly restocked by premises manager ▪ All children with individual needs, who are unable to maintain good respiratory hygiene have risk assessments and plans, which have been shared with staff as appropriate ▪ Posters displayed and assemblies to be held on 'catch it, bin it, kill it' ▪ Weekly update will continually remind and update staff on good hygiene standards ▪ Under 11s currently not required to wear masks; staff procedures are captured within individual risk assessments			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
particular circumstances. BET has issued recommendations regarding the use of face coverings in its secondary schools by staff and pupils in Year 7 and above in communal areas such as corridors. Please refer to the separate document: 'BET recommendations on the wearing of face coverings in education.' This includes guidance on how to put on, remove, store and dispose of face coverings. ▪ Face coverings are required at all times on public transport (for children over the age of 11) or when attending a hospital as a visitor or outpatient.	are adhering to principles of good hygiene. ▪ Will there be procedures in place at school entrances for removal of face coverings including bins for disposal. ▪ If staff choose to wear face coverings then it must be ensured that they are properly used and disposed of. Employer's should support employees if they choose to wear face coverings, although other measures will be more effective at managing the risk in schools.	▪ Staff will be made aware at training that they will be supported to wear face coverings but that this be done in line government guidance ▪ Disposal face coverings should be sealed in a bag and disposed of			

4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.

Enhanced cleaning regime

▪ An enhanced cleaning regime must be in place that includes more frequent wipe down of high passage area and more frequent cleaning of rooms / shared areas that are used by different groups ▪ Different groups do not need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet. ▪ Reducing clutter and removing difficult to clean items can make cleaning easier. Increase the frequency of cleaning, using standard cleaning	▪ Is there an enhanced cleaning regime in place and are all cleaners and staff aware of measures to take? ▪ Are high contact items such as door handles, including main entrance doors and commonly used doors cleaned more frequently?	▪ Increased signage on gates / entrances ▪ Staff briefings to include hygiene reminders ▪ Hand washing posters to remain prominently displayed by all sinks ▪ Review trailing areas for VI children and ensure regular cleaning of these contact areas. Additional training for VI staff.			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
products such as detergents and bleach, paying attention to all surfaces but especially ones that are touched frequently, such as door handles, light switches, work surfaces, remote controls and electronic devices. ▪ As a minimum, frequently touched surfaces should be wiped down twice a day, and one of these should be at the beginning or the end of the working day. Cleaning should be more frequent depending on the number of people using the space, whether they are entering and exiting the setting and access to handwashing and hand-sanitising facilities. Cleaning of frequently touched surfaces is particularly important in bathrooms and communal kitchens.	▪ Are bins are emptied throughout the day? ▪ IT equipment should ideally be used by one person as a designated workstation. Where possible IT equipment should be cleaned (wiped down) pre use and at the end of the day.	▪ Designated member of staff to lead on cleaning throughout the day ▪ Timetable to include identified times for cleaning – before chn in, once during break, once after the chn leave. ▪ Arrangements communicated to staff in briefing ▪ Log to be created for cleaning and for toilets. ▪ Regular handwashing to be on the timetable ▪ All classrooms have sinks – one child at a time. ▪ Deep clean of site w/c 1st June. ▪ Stocks of soap etc checked and orders placed to fill gaps – weekly stock check thereafter. ▪ Reminder given to staff wear gloves and apron when cleaning in a suspected case (bleach cleaner). ▪ A member of staff in each bubble to lead on cleaning throughout the day ▪ Timetable to include identified times for cleaning, twice a day ▪ Arrangements communicated to staff in briefing ▪ Log to be shared for cleaning			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
		▪ Additional midday supervisor to be recruited so that they are on site during the lunch period – to wipe tables between sittings and high use touch points.			
Hazards from using new or different hazardous products					
▪ If any new cleaning, sanitisation, or other products are used then they should be assessed as with any other hazardous substance.	▪ Ensure that any hazardous substances that are used because of changes to cleaning or hygiene regimes have a COSHH risk assessment. ▪ Ensure that any significant findings or precautions are shared with those using the products. ▪ It should be noted that in most if not all cases these will be lower risk items.	▪ Liaise with contract cleaners over intended products to be used over this period, particularly in the case of a positive test ▪ Cleaners have made available COSHH risk assessment for those products ▪ Communicate any precautions for staff in training sessions.			
Contaminated waste					
▪ Contaminated or potentially contaminated waste must be dealt properly to reduce the risk of the spread of coronavirus.	▪ Waste from possible cases and cleaning of areas where possible cases have been (including disposable cloths and tissues) should be double bagged in plastic rubbish bags and ideally then in a bin. ▪ It should then be put in a suitable and secure place and marked for storage	▪ Yellow hazard bags to be ordered and used for any first aid and any suspected case ▪ Double bag all waste ▪ Secure place for waste to be stored until results of test are known – to the left of the office outside Laura N's office – need to label waste so know where it has come from.			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	until the individual's test results are known.				
	▪ You should not put your waste in communal waste areas until negative test results are known or the waste has been stored for at least 72 hours.				
	▪ If the individual tests negative, this can be put in with the normal waste				
	▪ If the individual tests positive, then store it for at least 72 hours and put in with the normal waste				
	▪ If storage for at least 72 hours is not appropriate, arrange for collection as a Category B infectious waste either by your local waste collection authority or contractor.				

5. Minimise contact between individuals and maintain social distancing wherever possible.

Maintaining groups or bubbles

▪ Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum. ▪ The overarching principle to apply is reducing the number of contacts between children and staff. This	▪ Consider the minimum size groups you can manage whilst delivering the curriculum. ▪ Can consistent groups be maintained wherever possible?	▪ Bubbles organised per year group for key worker and vulnerable children ▪ Each class will remain in the same classroom for lessons ▪ Phases will go out to play at the same time, whilst the field is			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help. ▪ Maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups. ▪ Primary schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in a group become ill with coronavirus (COVID-19). ▪ In secondary schools, and certainly in the older age groups at key stage 4 and key stage 5, the groups are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended. ▪ In the younger years at secondary (key stage 3), schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in a group become ill with coronavirus (COVID-19).	▪ Groups should be kept apart from other groups. This could be through using different parts of the school for each group, limiting sharing of rooms and social spaces, varying break and lunch times and limiting movement between lessons. ▪ Social distancing should be reinforced within groups, particularly for older children. ▪ Where staff need to move between groups are they able to maintain their distance as much as possible and ideally 2 metres from pupils and other adults?	useable, but year group bubbles will be kept separate by playing in clearly defined, allocated areas ▪ Nursery to year 2 will eat lunch in the hall at separate sittings in their separate bubbles. Year 3 – 6 will eat in phases: packed lunches in a classroom and hot dinners in the hall but bubbles separated ▪ Where possible children will use their allocated toilets before going to play or lunch but allocated toilets in the hall will be given per year group ▪ The majority of staff will work within a year group bubble. VI, SENCos , enrichment and cover staff will work across the school and will remain socially distanced where possible ▪ Libraries will be allocated on a rota basis to each bubble with at least 72 hours left between use ▪ IT suite will not be used initially but iPads used in bubbles and then cleaned afterwards Allocated intervention spaces per bubble			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
- Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized 'bubbles'. - Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. - Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. - When using larger groups, the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. It is recognised that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. - Both the approaches of separating groups and maintaining distance are not 'all-or-nothing' options and will still bring benefits even if implemented partially. Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport, or for boarding pupils in one group residentially and another during the school day. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising		Wrap around care (breakfast club) has resumed from January 2021 and has formed an additional bubble. After school provision to be outsourced and scheduled to start after Feb half term 2021. Risk assessment to be further updated in relation to after school provision once new provider is known. No extra-curricular school-run clubs operating currently - All classes will enter through their external classroom door. (Year 6 to enter through year 6 entrance by stairs; Lime class to enter through the main entrance to Yr5/6). - Fruit will be delivered to a classroom door in each bubble for distribution to children – gloves will be worn by the Caretaker when handling the fruit and separating it for each bubble. - Milk will be collected from the infant hall by one LSA from each bubble. LSAs should be aware of others in the hall at the same time and ensure social distancing is maintained.			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
contacts between children will still offer public health benefits as it reduces the network of possible direct transmission. ▪ All teachers and other staff can operate across different classes and year groups to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.		Wipes will be available to ensure that the fridge is sanitised after the milk has been collected. ▪ Year 1 to use trim trail after half term. No access for other year groups. ▪ Breakfast club children / parents to enter and exit via out of hours pedestrian gate – expectation is that parents will wear masks during this period and socially distance ▪ Breakfast club bubble (staff and children) will observe stringent hand hygiene on arrival and prior to transitioning into their year group bubbles. ▪ Breakfast club children will be accompanied to their year group bubble doors for the start of the school day.			
Measures within the classroom					
▪ Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. ▪ It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults	▪ Small adaptations can be made in classrooms to support distancing where possible, for example seating pupils side by side and facing forwards, rather than face to face or side on, and might include	▪ In years 1 – 6, desks will be separated and children will be seated 2 to a table, side by side and facing forwards ▪ Unnecessary furniture will be removed to make more space ▪ A 2m box around the teacher's desk will continue to be marked			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
should maintain 2 metre distance from each other, and from children. ▪ This is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal. ▪ For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help. ▪ When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in smaller, class-sized groups.	moving unnecessary furniture out of classrooms to make more space. ▪ A 2m space around the teacher's desk should be maintained wherever possible. ▪ Consider if moving furniture will also allow for better access routes maximising distance from other desks etc. ▪ All spaces should be well ventilated using windows etc where possible. See also notes on air conditioning in premises section below.	▪ Ensure windows open properly in classrooms / learning spaces identified. Ground floor classrooms to be used so that external doors can be open ▪ Where possible, adults will remain socially distanced from children. All children with individual needs, who are unable to maintain good respiratory hygiene have risk assessments and plans, which have been shared with staff as appropriate ▪ Adults to remain socially distanced from each other at all times.			
Measures elsewhere					
▪ Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group. ▪ When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or	▪ Ensure that large gatherings involving more than one group are avoided ▪ Plan timetables to minimise groups using	▪ Assemblies to be recorded via Teams ▪ Use of external doors – allocated entrances and exits in place ▪ Toilets allocated to bubbles			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups). ▪ Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.	corridors at the same time, including staggering break and lunch times. ▪ Plan time for cleaning between groups using shared spaces. ▪ Consider how staff rooms can be set up to maintain distancing.	▪ Staffroom – no more than 10 staff in the room at a time ▪ PPA room – no more than 5 staff ▪ Inclusion office – no more than 3 staff at a time ▪ VI resource room – no more than 3 staff at a time ▪ Extra facilities to remain in place for staff – i.e. VI room etc. ▪ Children to wear PE kit on PE days rather than get changed at school. ▪ Screens have been erected between desks in main office, finance office and HR/Premises office. ▪ All adults to wear face coverings in all communal areas			
Measures for arriving at and leaving school					
▪ Travel to school patterns differ greatly between schools. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time. ▪ Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must be instructed not to touch the front of	▪ Consider staggered starts or adjusting start and finish times to keep groups apart. ▪ A staggered start may, for example, include condensing / staggering free periods or break time but retaining the same amount of teaching time,	▪ One-way system – 1 gate for entry and 2 gates for exit during partial closure ▪ Signage, cones and arrows to act as reminders for adults ▪ Not staggered starts due to siblings ▪ Clearly communicate via reminder letter in January 21			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.	or keeping the length of the day the same but starting and finishing later to avoid rush hour. ▪ Consider how to communicate this to parents and reinforce it as necessary. ▪ Ensure procedures are in place for removal of face coverings when arriving at school.	▪ Children under the age of 11 are not required to wear masks – if they do have one, then this should be securely stored in a zipped plastic wallet for the duration of the day. ▪ Staff children will be dropped to their classroom at 8:40am; and in bubbles with parents after school once all other children have left and before the contract cleaners arrive.			
Equipment and resources					
▪ Equipment and resources are integral to education in schools. ▪ For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. ▪ Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. ▪ Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.	▪ Are staff and pupils reminded to use their own pencils and pens? ▪ Are there measures to limit sharing of resources as much as is possible? ▪ Are there measures to limit what is brought into and taken home from school? ▪ Is there a consistent policy for marking books? ▪ Are classroom resources included as part of an enhanced cleaning regime? ▪ Are shared resources cleaned between use?	▪ Each child has own pencil case with frequently used resources e.g. pencil, pen, ruler, glue ▪ Books to be marked in bubble and then wash hands ▪ Other equipment will be shared between bubbles and wiped down regularly ▪ Any items shared between bubbles will be left for at least 48 hours (72 if plastic) before passing on ▪ Outdoor play equipment to only be used if can be used by one bubble of children at a time and then left over a weekend before another bubble using it. KS2 trim trail			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. ▪ It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery, and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development.	▪ Is outdoor playground equipment cleaned more frequently?	will need to stay out of use for the time being ▪ Pupils to still only bring in necessary belongings from home. This has been communicated on the return to school letter and will go out in a September reminder letter ▪ Each bubble has a dedicated telephone to enable staff to support with remote learning			
6. Where necessary, wear appropriate personal protective equipment (PPE)					
▪ The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including: ▪ where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained ▪ where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used	▪ Where staff have been identified as needing PPE, have they been provided with appropriate supplies? ▪ Have staff identified as needing PPE been provided with appropriate training and information on correct use and disposal?	▪ PPE equipment is kept in nursery and where there are other intimate care needs across the school (currently there are none outside of nursery) ▪ PPE is also kept in isolation rooms for if a child was to be symptomatic and staff member cannot remain socially distanced ▪ No one is to enter the isolation room while a child is in there and until the room has been cleaned. ▪ List of rules for the isolation room to be written and displayed			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
		Isolation room in Pine Class; one in year 5 intervention space; and group room – year group bubbles are clear which one they should ▪ In PPE kit there are instructions for donning and doffing ▪ There is also a log to record when PPE is used ▪ Staff notify the office team when PPE resources in bubbles need to be replenished.			
7. Engage with the NHS Test and Trace process					
▪ Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to book a test if they are displaying symptoms. ▪ Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school. ▪ All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit ▪ Staff and parents / carers must provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if contacted by NHS Test and Trace to self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or	▪ Is there a clear understanding in the school around NHS Test and Trace procedures? ▪ Are the contact details for local Public Health Protection Team available? ▪ Have the requirements around testing been communicated to all parties? ▪ Have all parties been told that they must inform the school of the results of any test as soon as possible?	▪ Staff and parents have been communicated with regarding the procedure for getting a test if symptomatic ▪ A more detailed letter is handed to parents or staff in the instance ▪ PHE will be contacted if any child is symptomatic ▪ Parents to inform school (email through test result) asap ▪ Will engage with national Test and Trace programme if available.			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
someone who tests positive for coronavirus (COVID-19) ▪ Schools should ask parents and staff to inform them immediately of the results of a test.					
8. Manage confirmed cases of coronavirus (COVID-19) amongst the school community					
▪ Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. ▪ The local health protection team will work with schools to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. ▪ The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see section 5 of system of control for more on grouping pupils). This should be a proportionate recording process. ▪ Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within	▪ Are staff aware of the need to contact the local health protection team? ▪ Are contact details for the local health protection team available? ▪ Are proportionate records of pupils and staff in each group and close contacts between groups maintained? ▪ Ensure that all visitors to the school sign in and there is a means to contact them if needs be. Normal signing in records would be sufficient.	▪ PHE are contacted as soon as anyone is symptomatic and advice followed ▪ Rob Isaac and Alex Russell, from BET, will immediately be informed ▪ A clear procedure of what to do if there is a confirmed case has been communicated with staff and parents ▪ A clear timetable is kept so that staff's location within a bubble is known ▪ Inventory is used to record all onsite visitors ▪ Flow chart of procedure ▪ Chronology of process created ▪ New covid email address created for parents to notify directly in the event of a positive case – access available to all SLT members.			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
their 14-day isolation period they should follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'. They should get a test, and: ▪ if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days. ▪ if the test result is positive, they should inform their setting immediately, and must isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' ▪ Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.					
9. Contain any outbreak by following local health protection team advice					
▪ If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.	▪ Ensure there are contingency procedures in place for an outbreak considering partial or full closure, on the advice of health protection teams.	▪ In the event of an outbreak we would follow advice from PHE, BET and LA			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.					
Transport					
Dedicated school transport					
▪ Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will not apply on dedicated transport.	▪ How pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school ▪ Use of hand sanitiser upon boarding and/or disembarking ▪ Additional cleaning of vehicles ▪ Organised queuing and boarding where possible ▪ Distancing within vehicles wherever possible ▪ The use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close	▪ n/a as we do not use any dedicated school transport			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	contact with people outside of their group. ▪ Ensure the transport provider is aware of any timetable changes and are adhering to government guidelines. Seek a copy of their risk assessment and operating plan.				
Public transport					
▪ In many areas, pupils normally make extensive use of the wider public transport system, particularly public buses. We expect that public transport capacity will continue to be constrained in the autumn term. Its use by pupils, particularly in peak times, should be kept to an absolute minimum. ▪ Schools should work with partners to consider staggered start times to enable more journeys to take place outside of peak hours. We recognise that this option will be more feasible in some circumstances than others.	▪ Can school start / end times be staggered to avoid peak times? ▪ Encourage parents, staff, and pupils to walk or cycle to school if possible. ▪ Consider using 'walking buses' ▪ Work with the local authority to promote safe cycling routes. ▪ Advise persons using public transport to follow safer travel guidance.	▪ A few pupils use taxis and public buses to come to school ▪ All our communication has asked that parents consider all other possible options before using public transport ▪ If this is not possible, we have asked parents to notify us and we have issues further guidance in relation to travelling safely and the use of face coverings ▪ Allow pupils on buses to come later on the basis of an individual risk assessment			
Pupils who are shielding or self-isolating					
▪ We now know much more about coronavirus (COVID-19) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are high.	▪ Identify any pupils who may not be able attend school	▪ Parents have been written to and asked to get in touch with school if they have any concerns about their child			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ A small number of pupils will still be unable to attend in line with public health advice because they are self-isolating ▪ Shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. ▪ If rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore, they may be temporarily absent. ▪ Some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school	▪ Ensure there is provision for remote education. ▪ Monitor engagement with remote education. ▪ Discuss and engage with pupils and their parents regarding any concerns around returning to school. ▪ Communicate attendance expectations on school attendance.	coming to school in September; a further reminder letter will clarify this ▪ Medical and health care plans can be written to best support the child ▪ Remote learning plan in place and published on website ▪ Parents have been informed that attendance is compulsory for September			
School workforce					
Staff who are clinically vulnerable or extremely clinically vulnerable					
▪ Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, most staff are expected to attend school. ▪ Wider government policy advises those who can work from home to do so. We recognise this will not be applicable to most school staff, but where a role may be conducive to home working, for example	▪ Use government advice for those who are clinically vulnerable including pregnant women. ▪ Use government advice on shielding and protecting people for those who extremely clinically vulnerable.	▪ Staff asked to identify if extremely clinically vulnerable, through Head's KIT emails ▪ Risks assessment reviewed and roles potentially reallocated to allow staff member to socially distance ▪ Risk assessments to be written / reviewed as appropriate.			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
some administrative roles, school leaders should consider what is feasible and appropriate. ▪ Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. We expect this will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall. ▪ Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. ▪ People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.	▪ Adopt a flexible approach 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.	▪ Clinically extremely vulnerable staff working from home during lockdown #3			
People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.					
▪ Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19). ▪ The reasons are complex and there is ongoing research to understand and translate these findings for individuals in the future. If people with significant risk factors are concerned, we recommend schools discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate.	▪ Consideration should be given to summarising risk and measures by role as indicated in the persons covered section at the start of this risk assessment. ▪ Where there is a specific concern an individual risk assessment may be appropriate but this should	▪ Staff asked to identify if living with someone who is extremely clinically vulnerable, through Head's KIT emails ▪ Risk assessments reviewed and roles potentially reallocated to allow staff member to socially distance ▪ Risk assessments to be written / reviewed			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace. ▪ Schools have a legal obligation to protect their employees, and others, from harm and should continue to assess health and safety risks and consider how to meet equalities duties in the usual way. Following the steps in this guidance will mitigate the risks of coronavirus (COVID-19) to pupils and staff and help schools to meet their legal duties to protect employees and others from harm.	be based on clear medical or specific need.				
Staff working remotely					
▪ Where staff do work remotely, employer health and safety responsibilities still apply.	▪ All staff working remotely to undertake DSE assessment and home working checklist. ▪ All staff to be provided guidance on setting up a safe and suitable work area. ▪ Ensure regular communication with staff working remotely.	▪ Home risk assessments completed and returned. ▪ Regular check-ins with staff working from home as is currently in place. ▪ Meetings to continue to take place over Teams so all staff remain engaged and connected			
Supporting staff					
▪ 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	▪ Be aware of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working practices	▪ Regular staff wellbeing survey sent out to assess wellbeing as a whole – actions created as a result of this. This is shared with LGC			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
proposing putting in place and involve all staff in that process. ▪ All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school.	in a way that promotes good work-life balance and supports teachers and leaders. ▪ Workload should be carefully managed and assess whether staff who are having to stay at home due to health conditions are able to support remote education, while others focus on face-to-face provision. ▪ Consider where additional resource could be safely brought in if necessary. ▪ Ensure regular communication and consultation with all staff ▪ Ensure staff know where to get additional support e.g. counselling or helplines.	▪ Individual Wellbeing Action Plans (WAPs) created for staff who have anxiety or ill mental health ▪ Employee Assistance details shared regularly for staff to access ▪ Weekly updates (or fortnightly over the summer) from Head for staff ▪ Staff wellbeing windscreen (Sythwood offer) to be shared with staff and reducing workload strategies ▪ Regular meetings with line manager to assess workload ▪ BET Covid Equality Impact Assessment adopted			
Catering					
▪ We expect that kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals.	▪ Confirm with catering provider that all relevant safety procedures are in place and that they are adhering to government guidelines	▪ Meeting with Janet from Twelve 15 to ensure that our kitchen are adhering to guidelines ▪ Meeting with catering manager to discuss logistics of lunchtime, additional sitting			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ School kitchens can continue to operate but must comply with the guidance for food businesses on coronavirus (COVID-19).	▪ Ensure that catering providers are aware of any changes to lunch times and operating practices you have made.	and how children collect lunches, without coming into contact with another bubble ▪ Booster packs to be organised through Twelve 15 after BET clarification			

Estates / Premises

Maintenance

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ We do not consider it necessary for schools to make significant adaptations to their site to enable them to welcome all children back to school. We also do not think schools will need to deliver any of their education on other sites (such as community centres / village halls) because class sizes can return to normal and spaces used by more than one class or group can be cleaned between use.	▪ Carry out an end of summer holiday commission of the premises as normal including testing of fire systems and flushing through of little used water outlets. ▪ Continue with normal maintenance and inspection activities, including contractor visits ensuring that statutory maintenance and inspection is carried out. ▪ Consider if additional equipment such as wash basins, sanitising stations, or bins etc will be needed.	▪ Check lockdown alarm ▪ Fire alarm maintenance is up to date ▪ Weekly flushing of little used outlets is ongoing ▪ Legionella testing has been reinstated via Guardian ▪ Routine maintenance in line with maintenance checklist. ▪ Visual site inspection to identify any issues that may need attention			

Ventilation

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Once the school is in operation, it is important to ensure good ventilation. ▪ In classrooms, it will be important that schools improve ventilation (for example, by opening windows). ▪ HSE advice states that the risk of air conditioning spreading coronavirus is extremely low. If you use a centralised ventilation system that removes and circulates air to different rooms, it is recommended that you turn off recirculation and use a fresh air supply. You do not need to adjust other types of air conditioning systems.	▪ If air handling systems that move air between rooms are used that set them to use a fresh air supply and do not recirculate air. Standalone room units can operate as normal. ▪ Ensure any filters in ventilation or air conditioning systems are changed as per manufacturer instructions. Take additional care when changing filters. ▪ Keep windows open in occupied rooms wherever possible. ▪ With due regard to fire safety, doors may be temporarily propped open to limit touching of door handles and aid ventilation. When an area or room is not in use all doors must be shut. Doors at the top and base of stairs, or to higher risk areas of fire starting e.g. kitchens / IT suites / plant rooms should not be propped open.	▪ Ensure windows open properly in classrooms / learning spaces identified. ▪ Fire doors to be propped open but shut at the end of the day (cleaners to be responsible for this), in order to avoid touching door handles where possible ▪ Site manager to check that all air conditioning units use fresh air supply and not recirculated ▪ Doors to staffroom, VI living skills room, infant kitchen, junior kitchen, atrium, IT server room to remain shut and not be propped open ▪ Winter ventilation procedure in place until March 2021			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
Fire safety					
▪ Consider if any changes are required to emergency evacuation procedures because of any other changes made to provision in school e.g. where pupils and staff are located. ▪ A full fire drill may not be appropriate but ensure all staff are familiar with any changes to arrangements. Make sure any other persons e.g. contractors on site are aware of any changes. ▪ Other emergency procedures e.g. lockdown should be reviewed as required.	▪ Review and update emergency plans and assembly points as required. ▪ Brief staff on any changes to arrangements. ▪ Consider if limited evacuation drills may be beneficial e.g. by group and especially for new pupils to the school.	▪ Review procedures (fire and lockdown) and update if appropriate in relation to social distancing (muster points etc) ▪ Communication with staff and children on any changes ▪ Ensure appropriate signage in place. ▪ Lockdown and fire safety procedures have been shared as part of training and staff have been refamiliarised with lock down alarm ▪ Fire alarm drill to be planned for autumn term			
First aid and care provision					
▪ The school must maintain suitable first aid and where needed paediatric first aid cover as normal. ▪ Social distancing and hygiene control measures must be maintained so far as is reasonably practicable when providing first aid. ▪ If staff need to escort pupils to the welfare room then social distancing and hygiene should be maintained. If this is not possible, then PPE should be used. ▪ All first aid equipment will always be accessible. ▪ Children, young people, and students whose care routinely already involves the use of PPE due to	▪ Consider limiting numbers in first aid rooms, cleaning the area after treatment, PPE for first aiders and thorough hand washing. PPE can include masks, gloves, aprons, goggles, or face shields. ▪ Have first aiders and welfare staff been made aware of the measures in place and been provided	▪ Staff handbook to identify first aiders ▪ Checking stock levels of first aid supplies and confirm where this will be available ▪ Agree where PPE equipment will be ▪ Designate first aid areas for each group of children. ▪ First aid protocols to be written and shared with all staff as well as displayed prominently.			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
their intimate care needs should continue to receive their care in the same way ▪ If a child, young person, or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home then a fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.	with appropriate training and equipment. ▪ Incidents must be recorded as per the school's normal arrangements.	▪ Intimate care plans to be reviewed to include use of PPE ▪ Designate areas for any intimate care to take place with named staff ▪ School policy relating to intimate care to be updated with Covid addendum. ▪ Designate places for children to wait if they are unwell or showing symptoms to protect the safety of other children and staff ▪ Follow general guidance (left) for if a child has symptoms ▪ A plan has been devised identifying who the first aiders are and where to seek advice if needed so that a first aider can advise from the doorway ▪ Remind staff to keep a track of cleaning, PPE and First Aid equipment. Contact office if they need more. ▪ Temperature check if child is sick.			
School uniform					
▪ It is for the governing body of a school (or the academy trust, in the case of academies) to make decisions regarding school uniform. Some schools	▪ Uniforms do not need to be cleaned any more often than usual, nor do they	▪ Full school uniform to be worn from September, this has been communicated to parents in			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
may have relaxed their uniform policy while only certain categories of pupils were attending. We would, however, encourage all schools to return to their usual uniform policies in the autumn term. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone.	need to be cleaned using methods which are different from normal.	the reopening letter and a reminder will be sent in September			

Curriculum expectations

Music

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons. by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. ▪ Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.	▪ Plan provision to reduce risks e.g. physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation.	▪ Music lessons will not be taking place in the autumn term ▪ No whole school assemblies will take place (and therefore no singing) ▪ Limited singing to take place in year 4 in the hall, socially distanced and following SAGE advice regarding safe singing with effect from Jan 2021. Hall to be sanitised after use.			

Physical activity in schools

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls.	▪ Prioritise outdoor sports wherever possible. ▪ Pupils should be kept in consistent groups.	▪ PE will mainly be delivered by NSSport ▪ PE will take place outside where possible			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. ▪ Schools are able to work with external coaches, clubs, and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. ▪ Further guidance is available from AfPE: COVID-19: Interpreting the Government Guidance in a PESSPA Context July 2020 A practical self-review tool for risk assessment.	▪ Sports equipment should be thoroughly cleaned between each use by different individual groups. ▪ Contact sports are to be avoided.	▪ PE will take place within classes ▪ PE equipment to be cleaned between use ▪ No contact sports			
Science					
▪ In addition to general control measures in schools there should be appropriate planning and consideration for delivering practical activities in science. This would be expected to be led by the department. ▪ Reference should be made to CLEAPSS GL343 – Guide to doing practical work during the COVID-19 Pandemic – Science, and other supporting guides.	▪ Science department should review what practical sessions can be delivered and update risk assessments and lesson plans accordingly. ▪ Key considerations for practical activities include supervising pupils, management of science equipment, demonstrations instead of practical activities,	▪ Science experiments will take place within a bubble and equipment is sanitised after use			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	transferring specialist equipment between bubbles, cleaning or quarantining of equipment, access to PPE especially where supplies were donated to the NHS.				
Design & Technology					
▪ In addition to general control measures in schools there should be appropriate planning and consideration for delivering practical activities in Design & Technology. This would be expected to be led by the department. ▪ Reference should be made to CLEAPSS GL344 Guidance on practical work during the COVID-19 pandemic - D&T, Food & Art, and other supporting guides.	▪ Design & Technology department should review what practical sessions can be delivered and update risk assessments and lesson plans accordingly. ▪ Key considerations for practical activities include supervising pupils, managing movement in the room, management of equipment, demonstrations instead of practical activities, transferring specialist equipment between bubbles, cleaning or quarantining of equipment, access to PPE especially where supplies were donated to the NHS.	▪ DT lessons will take place within a bubble and equipment is sanitised after use			
Art					

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ In addition to general control measures in schools there should be appropriate planning and consideration for delivering practical activities in Art. This would be expected to be led by the department. ▪ Reference should be made to CLEAPSS GL344 Guidance on practical work during the COVID-19 pandemic - D&T, Food & Art, and other supporting guides.	▪ Art department should review what practical sessions can be delivered and update risk assessments and lesson plans accordingly. ▪ Key considerations for practical activities include supervising pupils, managing movement in the room, management of equipment, demonstrations instead of practical activities, transferring specialist equipment between bubbles, cleaning or quarantining of equipment, access to PPE especially where supplies were donated to the NHS.	▪ Art lessons will take place within a bubble and equipment is sanitised after use			
Drama					
▪ In addition to general control measures in schools there should be appropriate planning and consideration for delivering practical activities in Drama. This would be expected to be led by the department. ▪ Reference should be made to national body guidance. Additional relevant information is available in Government Guidance for people who	▪ Drama department should review what practical lessons and activities can be delivered and update risk assessments and lesson plans accordingly. ▪ Key considerations for practical activities include the teaching space, group	▪ n/a			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
work in performing arts, including arts organisations, venue operators and participants. ▪ Open Drama UK have produced a free guide on Supporting practical group work in drama studios post Covid-19 lockdown.	work and individual work, space layout for social distancing, managing use of resources (props, costumes etc) and technical equipment.				
Educational visits					
▪ Domestic (UK) overnight and overseas educational visits at this stage are advised against. ▪ In the autumn term, schools can resume non-overnight domestic educational visits. ▪ This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination. Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum.	▪ Ensure educational visit planning and approval process is in place. ▪ Ensure existing groups remain together when on visits. ▪ Consider what additional Covid-19 control measures are needed when visiting indoor and outdoor venues.	▪ No educational visits to take place in the autumn term – to be reviewed regularly			
Extra-curricular provision					
▪ Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term. We recognise that schools may need to respond flexibly and build this up over time. ▪ We recognise that this will be logistically challenging for schools, particularly for clubs that would normally offer support across year groups, where parents are using multiple providers, or where childminders are picking up/dropping off pupils. Schools should carefully consider how they can make such provision work alongside their wider	▪ Keep children within their year groups or bubbles where possible. ▪ Where this is not possible use small consistent groups. ▪ Additional cleaning may be required before / after sessions depending on school use of facilities during the day.	▪ Breakfast and After School Club will not take place for autumn 1, as due to small numbers, up to 8 bubbles will be mixed. This is to be reviewed regularly ▪ Breakfast club started again in January 2021. After school provision to be outsourced and scheduled to start after Feb half term 2021. Risk			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
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 then schools should use small, consistent groups.		assessment to be further updated in relation to after school provision once new provider is known. ▪ Breakfast club children / parents to enter and exit via out of hours pedestrian gate – expectation is that parents will wear masks during this period and socially distance ▪ Breakfast club bubble (staff and children) will observe stringent hand hygiene on arrival and prior to transitioning into their year group bubbles. ▪ Breakfast club children will be accompanied to their year group bubble doors for the start of the school day. ▪ A limited number of extra-curricular clubs will be offered, keeping children in their year group bubbles			
Pupil wellbeing and support					
▪ Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress, or low mood. This may particularly be the case for vulnerable children,	▪ Consider the provision of pastoral and extra-curricular activities to all pupils	▪ Online form has been sent to all parents asking them to make school aware of any changes, significant events or how their			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
including those with a social worker and young carers.	▪ Provide more focused pastoral support where issues are identified that individual pupils may need help with. ▪ Consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school.	child is feeling about returning to school ▪ Wellbeing lead and inclusion team to continue to provide support and interventions who need it ▪ Whole school PSHE curriculum to focus on wellbeing			
Behaviour expectations					
▪ Schools should consider updating their behaviour policies with any new rules/policies and consider how to communicate rules/policies clearly and consistently to staff, pupils, and parents, setting clear, reasonable, and proportionate expectations of pupil behaviour.	▪ Specific pupils with challenging behaviour should be identified and a risk assessment completed for each pupil with regards to the increased risk to others from the spread of coronavirus because of the behaviour. ▪ This could include pupils who would not normally require an individual approach but with the new measures in place may require an assessment.	▪ Behaviour policy to be reviewed and shared with staff, pupils and parents ▪ Individual behaviour plans for children who need support to meet behaviour policy ▪ Individual risk assessments to be undertaken for children with specific needs ▪ PPE to be available for staff if necessary, as highlighted on risk assessment ▪ Individual plans for each EHCP child have been devised and shared with parents to set parameters for working with			

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	▪ Additional measures and PPE may be required for staff in some circumstances. ▪ School behaviour policy to be reviewed to take account of COVID-19 and any new measures in place.	them and appropriate use of touch.			
Contingency planning for outbreaks					
▪ If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. ▪ In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission.	▪ Have plans in place for communicating closure. ▪ Have plans in place for remote provision of education including monitoring pupil engagement. ▪ Have plans in place for remaining open only for vulnerable children and the children of critical workers.	▪ Parents asked to let school know if contact details have been changed ▪ Any communication to go through T2P, website and Facebook ▪ Remote learning would take place through school website and year group pages being set up ready in September			

COVID-19
Risk Assessment for Physical Education

Sythwood Primary School

Approved By: James Knights
Last Reviewed on: 1st Sept 20
Next Review Due by: 24th Oct 20

Introduction

This risk assessment has been prepared, based on the DfE Guidance on the Full Opening of Schools in September 2020, to support the Physical Education, School Sport and Physical Activity (PESSPA) at **Sythwood Primary School.**

We at **Sythwood Primary School** will regularly check the Government Website (Gov.uk) for updates and adjust the risk assessment accordingly in consultation with our governing body.

Below are three key questions we have considered in this risk assessment:
- Have we reviewed our risk assessments to ensure the safety and wellbeing of all personnel?
- Does our teaching and learning meet Government guidance? www.gov.uk/coronavirus
- Are our teaching plans consistent with requirement of whole school expectations, which have been developed in response to national guidance?

Key principles for supporting safe PESSPA:
- Keeping pupils in consistent groups
- Maximising distance between pupils
- Prioritising Outdoor PE
- Thoroughly cleaning PE equipment between each use by different individual groups
- Avoiding contact sports/activities

We at **Sythwood Primary School** ensure scrupulous attention is paid to cleaning and hygiene regimes before and after PE lessons or lunch/break time activities.

We also ensure clear notices are displayed around our school exemplifying NHS and government guidance.

In addition, due to the constantly changing situation, dynamic risk assessments will be carried out and amended to reflect our school's specific controls on an ongoing basis.

CREATING AND REATING AND MAINTAINING A SAFE CONTEXT FOR LEARNING	WHO AFFECTED? (STUDENT, STAFF, VISITOR)	CONTROL MEASURES TO REDUCE THE RISK TO AN ACCEPTED LEVEL	CHECKED BY: SIGN & DATE)
Teaching and Learning	Pupils	Pupils will be kept in consistent groups.	
	Pupils, Staff	Activities in Physical Education (PE) lessons and Physical Activity (PA) sessions will be non-contact where at all possible and planned to ensure maximum distance is encouraged between children.	
	Pupils	The PE curriculum will be revised and age-related expectations agreed by all staff. Lessons will be stilled based where possible with stations of activities with smaller groups of children.	
	Staff		
		Our external coaches will be checked in accordance with our H&S whole school policy.	
	Staff		
		Interventions/catch up support will be planned and delivered, if required.	
Protective Measures and Hygiene	Staff	Extensive attention will be paid to cleaning and hygiene	
	Staff	Clear signage reminding pupils to wash their hands will be displayed in all teaching areas and outdoor open spaces	
	Staff	Sufficient tissues and hand sanitisers will be made available to all staff in addition	
	Staff, Pupils	Movement within the PE areas will be limited to year group bubbles, consideration will be given to entry, exit points, staggered starts and break times.	
Changing areas, clothing & footwear	Pupils	Children will attend school wearing appropriate clothing and footwear to take part in Physical Education lessons	
	Pupils	Hand washing facilities available for children to use at the start and end of each PE lesson	
	Staff, Pupils		

		Hand Sanitiser will be made available to staff and pupils where hand washing stations are not present.	
Teaching Areas	Staff	Outdoor Physical Education and Physical Activity will be encouraged as much as possible	
	Staff	Pupils will take part in PE & PA within their class only	
	Staff	Our external facilities will be used in line with government guidance	
	Staff	Clear signage, reminding pupils about distancing and washing their hands will be displayed in all teaching areas.	
Equipment	Staff	Equipment will be cleaned between groups of pupils using it and locked away when not in use.	
	Staff	Multiple groups are not permitted to use PE and outdoor equipment simultaneously.	
	Staff, Pupils	The sharing of equipment during PE lessons will be limited, with Strict Hand hygiene taking place before and after every PE lesson.	
	Staff, Pupils	Whistles, drinks bottles, bibs and bands will not be shared.	
	Staff	First aid kits will be made available with the appropriate PPE.	