

COVID-19 risk assessment – Full re-opening of schools

Site / school name:	Broadmere Primary School – New Monument Primary School		
Name(s) of person(s) covered by this assessment:	<ul style="list-style-type: none"> ▪ Students ▪ Staff: <ul style="list-style-type: none"> ▪ Classroom based staff ▪ Catering staff ▪ Cleaning staff ▪ Office staff ▪ Premises / site staff ▪ SMSAs ▪ Contractors 		
Tasks and activities covered by this risk assessment:	<ul style="list-style-type: none"> ▪ Full re-opening of schools from 8 March 2021 ▪ Pick up and drop off from school ▪ Cleaning and sanitisation ▪ Food provision ▪ Potential remote working of some staff and students 		
Equipment and materials used:	<ul style="list-style-type: none"> ▪ General class and teaching materials ▪ Practical equipment and materials ▪ Sports and PE equipment ▪ Cleaning materials and equipment 		
Location(s) covered by this risk assessment:	<ul style="list-style-type: none"> ▪ All school premises and grounds 		
Name of person completing this risk assessment:	SLT	Date of completion:	March 2021
Risk assessment approved by:	Governors/BET	Date of approval:	05/03/2021
Date risk assessment to be reviewed by:	15/04/2021	Risk assessment no:	Version 3A – 24 February 2021

Record of risk assessment reviews

Date of review:	24 February 2021	Reviewed by:	Jon Robinson	Comments / date of next review:	<ul style="list-style-type: none"> ▪ Significant amendment to reflect updated DfE guidance for school reopening from 8 March 2021, including a revised system of controls. ▪ Main changes are: <ul style="list-style-type: none"> ▪ DfE guidance notes removed, page references included only ▪ Updated system of controls ▪ Use of face coverings in secondary schools ▪ Asymptomatic testing for primary and secondary schools – (further guidance on this is due from DfE) ▪ Latest information on CEV and CV persons and those at increased risk from COVID-19. ▪ Updated guidance on curriculum provision and wraparound provision ▪ Included page numbers to enable easier cross reference to DfE Schools Coronavirus (COVID-19) Operational Guidance ▪ Added contents page for easier navigation through this template
Date of review:		Reviewed by:		Comments / date of next review:	<ul style="list-style-type: none"> ▪
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System of controls

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

Prevention

You must always:

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

In specific circumstances:

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

Response to any infection:

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

Risk assessment

What are the hazards?

- Potential for spread of COVID-19 between persons at school showing symptoms of coronavirus or those who are confirmed to have coronavirus.

Who might be harmed and how?

- Staff, pupils, contractors, and visitors may catch COVID-19 via direct or indirect contact with carriers whilst on site.
- Potential for spread to other family members / persons.

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

This risk assessment is based on Department for Education (DfE) Schools coronavirus (COVID-19) operational guidance as published on 22 February 2021.

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
SYSTEM OF CONTROLS – PREVENTION				
1. Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school (DfE page 8)				
<ul style="list-style-type: none"> ▪ Is there a procedure for managing suspected or positive cases of coronavirus? ▪ How will this be communicated to the school community? ▪ Consider what information or measures may be needed at school gates and entrances to the building, as well as on the school website. ▪ How will visitors to site be managed? ▪ Is there an appropriate room identified that can be used to isolate someone with symptoms whilst they are awaiting collection? ▪ Have welfare staff and others been trained in measures to take? 	<ul style="list-style-type: none"> ▪ 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, and anyone developing those symptoms during the school day is sent home. HR manager to track staff who are off due to COVID. ▪ 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 are sent home and advised to follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’, which sets out that they must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their 	HR manager SLT/Admin team All staff MM Site manager Site manager SLT Admin team	March 2021 Ongoing	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ Have welfare staff and others been provided with PPE and training on its use? ▪ How will the school manage and monitor those persons who are required to isolate e.g. those who have been in close contact with a positive case or have been instructed to do so? 	<p>household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms.</p> <ul style="list-style-type: none"> ▪ If a child is awaiting collection, they are moved, where possible, to a room where they can be isolated behind a closed door (conference room at BM, ELSA room at NM), depending on the age and needs of the child, with appropriate adult supervision if required. A door should be opened for ventilation. If it is not possible to isolate them, they are moved 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. ▪ Everyone will 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 disinfectant after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance. ▪ PPE will 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). More information on PPE use can be found in the safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE) guidance. 			

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	<ul style="list-style-type: none"> ▪ Member of SLT on site to contact PHE using the surrey flow chart procedure. (see appendix 1) ▪ In an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital. ▪ 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 & Trace. ▪ The Infection Control Policy and Cleaning in non-healthcare settings guidance to be followed to clean the area. ▪ Any medication given to ease the unwell individual's symptoms, e.g. paracetamol, is administered in accordance with the Administering Medications Policy. ▪ Spillage of bodily fluids, e.g. respiratory and nasal discharges, are cleaned up immediately in line with the Infection Control Policy and Cleaning in non-healthcare settings guidance. ▪ Training delivered to all staff during training and briefings. ▪ School community kept informed by Parentmail, website and social media updates. ▪ Signage on gates and buildings. ▪ SLT to be present at the gates in the mornings. ▪ Meetings with parents, carers and visitors should be after school hours or virtual if possible. 			

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	<ul style="list-style-type: none"> ▪ Parents and carers are discouraged from entering the school site and this is clearly communicated before the return. ▪ Identified office team member to check PPE weekly. ▪ Visitors to be restricted. Visitors to the site, such as contractors, local authority employees and health employees to be fully briefed on the school's arrangements and follow site guidance on physical distancing and hygiene on or before arrival. Where visits can happen outside of school hours, they should. A record will be kept of all visitors. 			
2. Ensure face coverings are used in recommended circumstances (DfE page 11)				
<ul style="list-style-type: none"> ▪ Schools should have a process for when face coverings are worn within your school and how they should be removed. You should communicate this process clearly to pupils, staff and visitors and allow for adjustments to be made for pupils with SEND who may be distressed if required to remove a face covering against their wishes. ▪ Safe wearing of face coverings requires the: <ul style="list-style-type: none"> ▪ Cleaning of hands before and after touching – including to remove or put them on – ▪ Safe storage of them in individual, sealable plastic bags between use. ▪ Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully. Staff and pupils may consider bringing a spare face covering to wear if their face covering becomes damp during the day. ▪ Pupils must be instructed to: <ul style="list-style-type: none"> ▪ Not to touch the front of their face covering during use or when removing it 	<ul style="list-style-type: none"> ▪ 'catch it, bin it, kill it.' signage around school site. ▪ All classrooms have sufficient bins and tissues. Teachers to regularly check supplies. ▪ Hygiene routines explained via social stories for those pupils with complex needs. ▪ Individual risk assessment for identified pupils. ▪ All staff have access to near miss record via Teams. ▪ Weekly update in staff briefing regarding expected hygiene standards. ▪ Lidded bins available for staff to dispose of face coverings. ▪ Hygiene routines explained to staff regarding the safe wearing of face coverings. ▪ All adults to wear face coverings in communal areas and when moving around the building. ▪ Children are permitted to wear face coverings should they want to do so. ▪ Additional face coverings available in the school office, for staff and visitor use. 	All staff GW SLT Site manager	March 2021 Ongoing	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ Dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin) ▪ Place reusable face coverings in a plastic bag they can take home with them ▪ Wash their hands again before heading to their classroom ▪ Due to the increasing use of face coverings in wider society, staff and pupils are already likely to have access to face coverings. You should have a small contingency supply for people who: <ul style="list-style-type: none"> ▪ Are struggling to access a face covering ▪ Are unable to use their face covering as it has become damp, soiled or unsafe ▪ Have forgotten their face covering ▪ Face visors are not an alternative to face coverings ▪ Is there an understanding of exemptions for wearing of face coverings? 	<p>EYFS Parents settling children</p> <ul style="list-style-type: none"> ▪ Guidance from PHE outlines how parents and carers are able to enter a setting to help their children adapt to their new environment. Settings should ensure that parents and carers: <ul style="list-style-type: none"> ▪ wear face coverings, if required, in line with arrangements for staff and other visitors to the setting ▪ stay for a limited amount of time (ideally not more than an hour) ▪ avoid close contact with other children ▪ are aware of the 'system of controls', how this impacts them, and their responsibilities in supporting it when visiting a setting with their child 			
<p>3. Ensure everyone is advised to clean their hands thoroughly and more often than usual (DfE page 14)</p>				
<ul style="list-style-type: none"> ▪ Consider how often pupils and staff will need to wash their hands and incorporate time for this in timetables or lesson plans. ▪ Are there enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly? ▪ Ensure supervision of hand sanitiser use given the risks around ingestion. Skin friendly skin cleaning wipes can be used as an alternative. ▪ Build these routines into school culture, supported by behaviour expectations and helping ensure younger pupils and those with complex needs understand the need to follow them 	<ul style="list-style-type: none"> ▪ The School will 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. ▪ Supervision of hand sanitiser use will take place due to risk around ingestion. Younger pupils and pupils with complex needs will continue to be helped to clean their hands properly. ▪ The school will build hand washing routines into school culture, supported by behaviour expectations set out in the school Behaviour Policy. ▪ Pupils arriving at school wearing a face covering are instructed to remove them. They must then immediately wash their hands and dispose of temporary face 	<p>All staff Site manager SLT</p>		

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> Sufficient quantities of cleaning supplies and hand soap to be maintained. All staff will be briefed weekly as a minimum on expected hygiene standards. All staff instructed to actively monitor to ensure all pupils and colleagues are adhering to principles of good hygiene. 	<ul style="list-style-type: none"> coverings in a covered bin or place reusable face coverings in a plastic bag they take home with them, they then sanitise their hands again before heading to their classroom. Sufficient handwashing facilities are available. Where a sink is not nearby, hand sanitisers are available in classrooms and other learning environments. Weekly briefings include hygiene standards. 			
4. Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach (DfE page 14)				
<ul style="list-style-type: none"> Are there enough tissues and bins available in the school to support pupils and staff to follow this routine? Ensure that younger children and those with complex needs are helped to get this right. Are there risk assessments in place for pupils with complex needs who will struggle to maintain as good respiratory hygiene as their peers? All staff should be briefed weekly as a minimum on expected hygiene standards. All staff instructed to actively monitor to ensure all pupils and colleagues are adhering to principles of good hygiene. 	<ul style="list-style-type: none"> 'catch it, bin it, kill it.' signage around school site. All classrooms have sufficient bins and tissues. Teachers to regularly check supplies. Hygiene routines explained via social stories for those pupils with complex needs. Individual risk assessment for identified pupils. All staff have access to near miss record via Teams. Weekly update in staff newsletter to brief staff regarding expected hygiene standards. Lidded bins available for staff to dispose of face coverings. 	Site manager EYFS/SEN staff SLT Site manager	March 2021 Ongoing	
5. Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products, such as detergents (DfE page 15)				
Enhanced cleaning regime				
<ul style="list-style-type: none"> Is there an enhanced cleaning regime in place and are all cleaners and staff aware of measures to take? Are high contact items such as door handles, including main entrance doors and commonly used doors cleaned more frequently? Are bins are emptied throughout the day? IT equipment should ideally be used by one person as a designated workstation. Where possible IT equipment 	<ul style="list-style-type: none"> Communication with contracted cleaners regarding cleaning expectations. Computing suite timetable ensuring one year group bubble can use per day. After each class has used the computing suite, cleaning to take place during the school day and at the end of each day. School Learnpads/ipads to be used within year group bubbles and cleaned after each use. 	All staff Site manager	March 2021 Ongoing	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>should be cleaned (wiped down) pre use and at the end of the day.</p>	<ul style="list-style-type: none"> ▪ Encourage a clutter free environment and removing difficult to clean items. Increase the frequency of cleaning, using standard cleaning products such as detergents. ▪ Additional daily cleaning of surfaces that are touched frequently, such as door handles, light switches, work surfaces, remote controls and electronic devices. ▪ Frequently touched surfaces to be wiped down at least twice a day. ▪ Frequently cleaning of toilets throughout the day. ▪ Bins to be emptied at the end of every day unless excess need and then this can be done more regularly. 			
Hazards from using new or different hazardous products				
<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ Any hazardous substances that are used as a result of changes to cleaning or hygiene regimes have a COSHH risk assessment. ▪ Any significant findings or precautions will be shared with those using the products. 	Site Manager/SBM	March 2021	
Principles of cleaning after an individual with symptoms of, or confirmed COVID-19, the case has left the setting or area				
<ul style="list-style-type: none"> ▪ Is there a procedure in place for cleaning an area a person with symptoms of COVID-19 or a confirmed case of COVID-19 has been? ▪ Is the appropriate PPE being used? ▪ Are appropriate cleaning products or methods being used? 	<ul style="list-style-type: none"> ▪ The Infection Control Policy and Cleaning in non-healthcare settings guidance to be followed to clean the area. 	Site manager	March 2021 Ongoing	
Contaminated waste				
<ul style="list-style-type: none"> ▪ Personal waste from individuals with symptoms of COVID-19 and waste from cleaning of areas where they 	<ul style="list-style-type: none"> ▪ Waste from possible cases and cleaning of areas where possible cases have been (including disposable cloths 	Site manager	Ongoing	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>have been (including PPE, disposable cloths and used tissues) should be:</p> <ul style="list-style-type: none"> ▪ Put in a plastic rubbish bag and tied when full ▪ The plastic bag should then be placed in a second bin bag and tied ▪ This should be put in a suitable and secure place and marked for storage until the individual's test results are known ▪ This waste should be stored safely and kept away from children. It should not be placed in communal waste areas until negative test results are known, or the waste has been stored for at least 72 hours. ▪ If the individual tests negative, this can be disposed of immediately with the normal waste. ▪ If COVID-19 is confirmed this waste should be stored for at least 72 hours before disposal with normal waste. 	<p>and tissues) should be double bagged in plastic rubbish bags and ideally then in a bin.</p> <ul style="list-style-type: none"> ▪ These bins will be securely stored in the outdoor storage shed until negative test results are known or the waste has been stored for at least 72 hours before put into communal waste. 			
<p>6. Consider how to minimise contact across the site and maintain social distancing wherever possible (DfE page 15)</p>				
<p>How to group children</p>				
<ul style="list-style-type: none"> ▪ Consider the minimum size groups you can manage whilst delivering the curriculum. ▪ Can consistent groups be maintained wherever possible? ▪ Are pupils able to socially distance? ▪ Does the layout of the building make it easier or harder to keep groups separate? ▪ Groups should be kept apart from other groups. This could be through using different parts of the school for each group, limiting sharing of rooms and social spaces, varying break and lunch times and limiting movement between lessons. ▪ Social distancing should be reinforced within groups, particularly for older children. 	<ul style="list-style-type: none"> ▪ The number of contacts between pupils and staff is reduced. This is achieved through keeping groups separate in year group bubbles and through maintaining distance between individuals. The balance between the bubbles and social distancing is based on: <ul style="list-style-type: none"> ▪ Pupils ability to distance ▪ The layout of the school site ▪ The feasibility of keeping distinct groups separate while offering a broad curriculum ▪ Staff should only move between bubbles when absolutely necessary. Where staff need to move between classes and year groups, where possible they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other 	All staff	March 2021 Ongoing	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ Where staff need to move between groups are they able to maintain their distance as much as possible and ideally 2 metres from pupils and other adults? ▪ Are cleaning arrangements in place for shared spaces? 	<p>adults. Adults to avoid close face to face contact and minimise time spent within 1 metre of anyone.</p> <ul style="list-style-type: none"> ▪ Pupils old enough should be supported to maintain distance and not touch staff and their peers. ▪ Classrooms and other learning environments are organised to maintain space between seats and desks where possible. ▪ Pupils are seated side by side and facing forwards, rather than face to face or side on. ▪ Large gatherings such as assemblies are avoided and where possible, presented virtually. Bubble groups kept apart. <p>The timetable is revised to implement where possible:</p> <ul style="list-style-type: none"> ▪ Plan for lessons or activities which keep groups apart and movement around the school site to a minimum; ▪ Maximise the number of lessons or classroom activities which could take place outdoors; ▪ Class assemblies to take place with a virtual celebration assembly on a Friday. ▪ Break times (including lunch) are staggered so that all pupils are not moving around the school at the same time; ▪ Drop-off and collection times are staggered and communicated to parents; ▪ Parents' drop-off and pick-up protocols are planned and communicated so that they minimise adult to adult contact; ▪ Parents/carers will be asked to wear masks whilst waiting or coming onto school premises. ▪ Pupils use the same classroom or defined area of a setting throughout the day, with a thorough 			

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	<p>cleaning of the rooms at the end of the day. And are seated at the same desk;</p> <p>Mixing within education or childcare setting is minimised by:</p> <ul style="list-style-type: none"> ▪ accessing rooms directly from outside where possible; ▪ A clear one-way system within the school building. ▪ staggering lunch breaks and pupils clean their hands beforehand and enter in the groups they are already in or pupils are brought their lunch in their classrooms; ▪ the number of pupils using the toilet at any one time is limited; ▪ the use of shared space such as halls is limited and there is cleaning between use by different groups; ▪ the use of staff rooms and offices is staggered to limit occupancy. ▪ Classroom based resources, such as books and games, are used and shared within the Bubble; these are cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or Bubbles, such as sports, art and science equipment are 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; ▪ Pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, and books. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing is avoided. Rules on hand cleaning, cleaning of the resources and rotation apply to these resources. 			

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	<ul style="list-style-type: none"> ▪ EYFS classroom learning resources reduced ▪ Staff have their own individual equipment, such as pencils and pens, these are not shared; ▪ Pupils in KS2 have their own individual and very frequently used equipment, such as pencils and pens, are not shared; ▪ Pupils in KS1 only use equipment in school within the bubble which is cleaned frequently ; ▪ Physical Education classes should be kept in consistent groups and sports equipment thoroughly cleaned between use by different groups. Contact sport to be avoided. Outdoor sports to be prioritised and large indoor spaces used where not to ensure maximising distance between pupils and high levels of cleaning and hygiene. COVID-19: Guidance on phased return of sport and recreations. ▪ Any intervention groups will be restricted to pupils from within the same bubble ▪ Alternate provision put in place for music lessons. ▪ EYFS playing instruments and singing in groups should take place outdoors wherever possible ▪ If indoors, use a room with as much space as possible, for example larger rooms. Rooms with high ceilings are expected to enable dilution of aerosol transmission ▪ If playing indoors, social distance each child 2 metres apart when singing 			
Measures within the classroom				
<ul style="list-style-type: none"> ▪ Can changes be made in classrooms to support distancing where possible? ▪ A 2m space around the teacher's desk should be maintained as far as is possible. 	<ul style="list-style-type: none"> ▪ Desks in classrooms to be re-arranged so that all face forward and children are side by side. Pupils to be allocated a desk that they are to use each day. ▪ Pupils in KS2 to be given their own labelled plastic bag of resources to be kept in school. 	All staff	March 2021 Ongoing	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ Consider if moving furniture will also allow for better access routes maximising distance from other desks or allowing for seating side by side and front facing etc. ▪ Can support and other staff maintain a 2m distance from other adults in the classroom? ▪ For students with more complex needs who require more support then additional control measures e.g. PPE will be needed for staff. 	<ul style="list-style-type: none"> ▪ Pupils in KS1 to only use resources in school which are cleaned regularly. ▪ Staff should be socially distanced from other adults and children where possible, especially when moving between bubbles. ▪ Class teachers to be responsible for opening / closing doors and windows each day. Windows and doors should be open to allow for adequate ventilation ▪ Teachers in each bubble to be responsible for cleaning the classroom / equipment at the end of each day. - Bacterial spray and kitchen roll available in in small cleaning boxes (1 per class) ▪ Library used on a rota one-year group at a time, this will be well ventilated. 			
Measures elsewhere				
<ul style="list-style-type: none"> ▪ Ensure that large gatherings involving more than one group are avoided ▪ Plan timetables to minimise groups using corridors at the same time, including staggering break and lunch times. ▪ Plan time for cleaning between groups using shared spaces. ▪ Consider how staff rooms can be set up to maintain distancing. 	<ul style="list-style-type: none"> ▪ No provision of whole school assemblies. ▪ Assemblies shared via Teams ▪ Whole school timetable to reflect use of shared spaces to ensure bubbles do not mix and cleaning to take place between room use. ▪ Staggered break and lunch times to reduce groups moving around the corridors. ▪ School timetable/breaks to allow staff to use staffroom in reduced group sizes. ▪ Any intervention groups will be restricted to pupils from within the same bubble. ▪ Only one bubble at a time in intervention rooms and cleaning to be implemented between groups. ▪ Signage to remind staff to wipe down shared equipment. Anti-bacterial spray and kitchen roll to be used after each use of white goods. 	All staff Site manager	March 2021 Ongoing	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	<ul style="list-style-type: none"> ▪ Hand sanitiser to be widely available throughout shared area ▪ Limited numbers in toilets – signage in place to indicate 			
Measures for arriving at and leaving school				
<ul style="list-style-type: none"> ▪ 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, or keeping the length of the day the same but starting and finishing later to avoid rush hour. ▪ Consider how to communicate the arrangements for drop off and collection to parents and reinforce it, as necessary. 	<ul style="list-style-type: none"> ▪ Staggered start and end times for both schools. Teaching time overall kept the same. See timetables below this document. ▪ The use of any communal spaces (playground ect) is timetable or clearly zoned. ▪ Parents have been notified by letter/text and reminded regularly. ▪ Signage clearly marks expectations for parents and visitors. 	SLT	March 2021	
Travelling to school				
<ul style="list-style-type: none"> ▪ Promote walking or cycling to school where possible. ▪ Remind pupils and staff using public transport to follow safer travel guidance including wearing of face coverings for people over the ages 11. ▪ Dedicated school transport should follow safer transport guidance as well including wearing of face masks. ▪ Distancing should be maximised and mixing of groups should be minimised where possible and practical. 	<ul style="list-style-type: none"> ▪ Walking/cycling promoted in parentmail. ▪ Cars are being restricted close to the school site to give more room for drop off and collection (NM). ▪ SLT present during drop off to promote social distancing. ▪ Other safety reminders, including the wearing of face marks, sent out to parents. 	SLT	March 2021 Ongoing	
Other considerations including SEND and visitors to school				
<ul style="list-style-type: none"> ▪ Refer to additional guidance on supporting pupils at school with medical conditions including reviewing EHC plans. ▪ Consider how to manage visiting and support staff to maintain social distancing measures. 	<ul style="list-style-type: none"> ▪ Refer to additional guidance on supporting pupils at school with medical conditions including reviewing EHC plans. ▪ Office staff to inform visitors of school safety measure and signage up to remind visitors to maintain social distancing. 	Senco SLT Office staff	March 2021 Ongoing	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ Consider what arrangements are required for contractors and visitors including arranging visits out of hours or remote meetings where possible. ▪ Records of visitors must be kept to support NHS Test and Trace. ▪ Work with other establishments to devise appropriate arrangements where children attend more than one setting. ▪ Also see specific section on EHC. 	<ul style="list-style-type: none"> ▪ Tele therapy where possible. Visitors and contractors to be encouraged to meet after hours where possible. If meetings are required to take place in school, this should be held in mtg room at Broadmere and in the KS2 intervention room, to minimise movement within the school building. ▪ Records of visitors must be kept to support NHS Test and Trace. ▪ Senco to work with other establishments to devise appropriate arrangements where children attend more than one setting. 			
Equipment				
<ul style="list-style-type: none"> ▪ Are staff and pupils reminded to use their own pencils and pens? ▪ Are there measures to limit sharing of resources as much as is possible and kept within bubbles? ▪ Are there measures to limit what is brought into and taken home from school? ▪ Is there a consistent policy for marking books? ▪ Are classroom resources included as part of an enhanced cleaning regime? ▪ Are shared resources cleaned between use? ▪ Is outdoor playground equipment cleaned more frequently? ▪ Refer to CLEAPSS guidance for advice on cleaning science and D&T equipment. 	<ul style="list-style-type: none"> ▪ Pupils to arrive at school in PE clothes on PE days. ▪ EYFS pupils sharing equipment within Bubble. Handwashing/sanitising encouraged before and after use. Rotation/cleaning of equipment. ▪ Shared resources within school to be cleaned after use. ▪ Teachers in each bubble to be responsible for cleaning the classroom / equipment at the end of each day. - Bacterial spray and kitchen roll available in in small cleaning boxes (1 per class) ▪ Marking to follow school policy ▪ Outdoor playground equipment cleaned more frequently ▪ Playground equipment cleaned more frequently ▪ Refer to CLEAPSS guidance for advice on cleaning science and D&T equipment. 	All staff Site manager	Sep 2020 Ongoing	
Parent pick-up and drop-offs				
<ul style="list-style-type: none"> ▪ How will arrangements for pick-up and drop-offs be communicated to parents? ▪ How will gathering at the school gates be monitored and managed? 	<ul style="list-style-type: none"> ▪ Timetable shared in advance via parent mail. Regular reminders sent via text and signage clearly displayed outside of the school. 	Admin team SLT	March 2021 Ongoing	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> How will appointments be managed? 	<ul style="list-style-type: none"> SLT to be present at the gates during drop off to monitor/encourage social distancing. Appointments in school will be limited and virtual (Teams) meetings will be arranged. 			
7. Keep occupied spaces well ventilated (DfE page 21)				
<ul style="list-style-type: none"> If air handling systems that move air between rooms are used set them to use a fresh air supply and do not recirculate air. Standalone room units can operate as normal. Ensure any filters in ventilation or air conditioning systems are changed as per manufacturer instructions. Take additional care when changing filters. Airing rooms as frequently as you can, will help improve ventilation. This involves opening all doors and windows wide to maximise the ventilation in the room. It may be easier to do this when the room is unoccupied or between uses particularly in colder or adverse weather. Manage colder temperatures in rooms by opening high level not low level windows, opening window just enough to allow for ventilation, increasing heating and allowing for flexibility on uniform. Identify any poorly ventilated areas and consider if these areas should be restricted or if ventilation can be improved. Desk or ceiling fans can be used provided the area is well ventilated but they should not be used in poorly ventilated areas. With due regard to fire safety, some doors may be temporarily propped open to limit touching of door handles and aid ventilation. Fire doors including doors 	<ul style="list-style-type: none"> Ensure any filters in ventilation or air conditioning systems are changed as per manufacturer instructions. Take additional care when changing filters. Airing rooms as frequently as you can, to help improve ventilation. This involves opening all doors and windows wide to maximise the ventilation in the room. It may be easier to do this when the room is unoccupied or between uses particularly in colder or adverse weather. Manage colder temperatures in rooms by opening high level not low level windows, opening window just enough to allow for ventilation, increasing heating and allowing for flexibility on uniform. Site Manager to identify any poorly ventilated areas and consider if these areas should be restricted or if ventilation can be improved. Desk or ceiling fans can be used provided the area is well ventilated but they should not be used in poorly ventilated areas. With due regard to fire safety, some doors may be temporarily propped open to limit touching of door handles and aid ventilation. Fire doors including doors at the top and base of stairs, or to higher risk areas of fire starting e.g. kitchens / IT suites / plant rooms should not be propped open. 	Site Manager SBM	March 2021 Ongoing	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>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.</p>				
<p>8. Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary (DfE page 22)</p>				
<ul style="list-style-type: none"> ▪ Reference to PPE for specific higher risk situations means: <ul style="list-style-type: none"> ▪ Fluid-resistant surgical face masks (also known as Type IIR) ▪ Disposable gloves ▪ Disposable plastic aprons ▪ Eye protection (for example a face visor or goggles) ▪ The PPE that should be used in the following situations when caring for someone with symptoms of coronavirus (COVID-19) is: <ul style="list-style-type: none"> ▪ A face mask should be worn if a distance of 2 metres cannot be maintained ▪ If contact is necessary, then gloves, an apron and a face mask should be worn ▪ Eye protection if a risk assessment determines that there is a risk of fluids entering the eye, for example, from coughing, spitting or vomiting ▪ Where staff have been identified as needing PPE, have they been provided with appropriate supplies? ▪ Have staff identified as needing PPE been provided with appropriate training and information on correct use and disposal? 	<p>PPE for higher risk situations means:</p> <ul style="list-style-type: none"> ○ Fluid-resistant surgical face masks (also known as Type IIR) ○ Disposable gloves ○ Disposable plastic aprons ○ Eye protection (for example a face visor or goggles) <ul style="list-style-type: none"> ▪ The PPE that should be used in the following situations when caring for someone with symptoms of coronavirus (COVID-19) is: <ul style="list-style-type: none"> ▪ A face mask should be worn if a distance of 2 metres cannot be maintained ▪ If contact is necessary, then gloves, an apron and a face mask should be worn ▪ Eye protection if a risk assessment determines that there is a risk of fluids entering the eye, for example, from coughing, spitting or vomiting ▪ Appropriate supplies of PPE are available for staff who have been identified as needing PPE. ▪ Staff needing PPE have been provided with appropriate information on correct use and disposal. 	<p>SLT HR manager Finance officer</p>	<p>March 2021</p>	
<p>9. Promote and engage in asymptomatic testing, where available (DfE page 23)</p>				
<ul style="list-style-type: none"> ▪ Communicate and promote importance of asymptomatic testing ▪ Refer to asymptomatic testing section below for further information and assessment. 	<ul style="list-style-type: none"> ▪ Communicate and promote importance of asymptomatic testing to all staff. ▪ Refer to Asymptomatic testing section below for further information and assessment. 	<p>SLT</p>	<p>March 2021</p>	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
SYSTEM OF CONTROLS – RESPONSE TO ANY INFECTION				
10. Promote and engage with the NHS Test and Trace process (DfE page 23)				
<ul style="list-style-type: none"> ▪ Is there a clear understanding in the school around NHS Test and Trace procedures? ▪ Have the requirements around symptomatic testing been communicated to all parties? ▪ Have all parties been told that they must inform the school of the results of any test as soon as possible? ▪ Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. ▪ Home testing kits can be given directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where this will significantly increase the likelihood of testing taking place. ▪ Further guidance on Use of the NHS COVID-19 app in education and childcare settings is available. School leaders should be aware of the features of the app, how the app may work with the settings use of mobile phones policy, and communicate with staff, students and parents about the use of the app. 	<ul style="list-style-type: none"> ▪ NHS Test and Trace process to be followed and understand how to contact their local Public Health England health protection team. ▪ The requirements around symptomatic testing been communicated to all parties. ▪ All parties been told that they must inform the school of the results of any test as soon as possible. ▪ Anyone who displays symptoms of coronavirus (COVID-19) must get a test. ▪ Further guidance on Use of the NHS COVID-19 app in education and childcare settings is available. School leaders must be aware of the features of the app, how the app works with the settings use of mobile phones policy, and communicated with staff, students and parents about the use of the app. 	SLT	March 2021	
11. Manage confirmed cases of coronavirus (COVID-19) amongst the school community (DfE page 25)				
<ul style="list-style-type: none"> ▪ Are staff aware of the need to contact the DfE helpline? ▪ Are proportionate records of pupils and staff in each group and close contacts between groups maintained? ▪ Is there a clear understanding of what close contact means? ▪ Ensure that all visitors to the school sign in and there is a means to contact them if needs be. ▪ Is there an escalation process in place for managing confirmed cases in school? 	<ul style="list-style-type: none"> ▪ SLT staff member to contact the DfE helpline ▪ Records of pupils and staff in each group and close contacts between groups maintained so that contacts can be traced. ▪ Close contacts are defined as <ul style="list-style-type: none"> ▪ direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) 	SLT HR manager	March 2021	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	<ul style="list-style-type: none"> ▪ proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual ▪ travelling in a small vehicle, like a car, with an infected person ▪ Ensure that all visitors to the school sign in and there is a means to contact them if needs be. ▪ QR Code is now on display in Reception for visitors to scan as part of NHS Track & Trace 			
12. Contain any outbreak by following local health protection team advice (DfE page 28)				
<ul style="list-style-type: none"> ▪ Ensure there are contingency procedures in place for an outbreak considering partial or full closure, on the advice of health protection teams. ▪ Are there procedures in place for admitting staff and students back to school who have tested positive? 	<ul style="list-style-type: none"> ▪ There are contingency procedures in place for an outbreak considering partial or full closure, on the advice of health protection teams. ▪ There are procedures in place for admitting staff and students back to school who have tested positive. 	SLT	March 2021	
SECTION 2: SCHOOL OPERATIONS				
Asymptomatic testing (DfE page 29)				
<ul style="list-style-type: none"> ▪ Consider how initial on site testing (in secondary schools only) will be delivered and if this needs to be on a phased basis. ▪ Complete a risk assessment for the testing process relevant for your setting (templates are available). ▪ Communicate procedures for testing and continue to encourage take up of testing. ▪ Ensure staff, students and parents understand what to do in the event of a positive test. ▪ Ensure that staff, students and parents understand that symptomatic testing still needs to take place and that it can be booked online. 	<ul style="list-style-type: none"> ▪ Risk assessment for the testing process relevant for your setting. ▪ Procedures for testing communicated to staff and continue to encourage take up of testing. ▪ Ensure staff understand what to do in the event of a positive test. ▪ Ensure that staff understand that symptomatic testing still needs to take place. 	Office Staff HR Manager	March 2021	
Attendance (DfE page 32)				

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> Identify any pupils who may not be able attend school. Ensure there is provision for remote education for those unable to attend school. Monitor engagement with remote education. 	<ul style="list-style-type: none"> Identify any pupils who may not be able attend school due to shielding and self-isolating. Ensure that online provision is available for remote education for those unable to attend school. This will be via TEAMS. Teachers will monitor engagement with remote education 	Teachers SLT	March 2021	
Pupils and families who are anxious about return to school				
<ul style="list-style-type: none"> Share the risk assessment and significant findings with parents via the school's website. Discuss and engage with pupils and their parents regarding any concerns around returning to school. Individual discussions around concerns can help to allay fears. 	<ul style="list-style-type: none"> Share the risk assessment and significant findings with parents via the school's website. Discuss and engage with pupils and their parents regarding any concerns around returning to school. Individual discussions around concerns can help to allay fears. 	Admin SLT	March 2021	
Encouraging regular school attendance				
<ul style="list-style-type: none"> Communicate with parents on requirements for attendance. Put in place measures to keep in contact with vulnerable children. 	<ul style="list-style-type: none"> Communicate with parents on requirements for attendance. Attendance Officer/SLT/ HSLW/class teacher to keep in contact with vulnerable children 	HSLW SLT Attendance Officer	March 2021	
School workforce (DfE page 36)				
<ul style="list-style-type: none"> Share this risk assessment with staff and invite feedback. Carry out individual risk assessments and discussions as required. 	<ul style="list-style-type: none"> Staff should stay 2 metres away from other staff wherever possible. Share the risk assessment with staff and invite feedback. Carry out individual risk assessments and discussions as required. 	DB	March 2021	
Staff who are clinically extremely vulnerable (CEV)				
<ul style="list-style-type: none"> Use government advice on shielding and protecting people for those who extremely clinically vulnerable and who are advised to not attend the workplace. School leaders should discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place. 	<ul style="list-style-type: none"> Use current government advice on shielding and protecting people for those who extremely clinically vulnerable and who are advised to not attend the workplace. 	SLT	March 2021	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	<ul style="list-style-type: none"> School leaders should discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place. 			
Staff who are clinically vulnerable (CV)				
<ul style="list-style-type: none"> Use current government advice for those who are clinically vulnerable including pregnant women who can continue to attend school. Most school-based roles are not ideally suited to home working and schools may expect most staff to return to work in settings. School leaders should discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place. 	<ul style="list-style-type: none"> Use government advice for those who are clinically vulnerable including pregnant women who can continue to attend school. Most school-based roles are not ideally suited to home working and schools may expect most staff to return to work in settings. School leaders should discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place. 	SLT	March 2021	
Pregnancy				
<ul style="list-style-type: none"> Employers should conduct a risk assessment for pregnant women. For staff who are in the third trimester (more than 28 weeks' pregnant) you should be particularly attentive to social distancing. There is a duty on employers to ensure the individual can adhere to national guidance on social distancing. 	<ul style="list-style-type: none"> Employers must conduct a risk assessment for pregnant women. For staff who are in the third trimester (more than 28 weeks' pregnant) must be particularly attentive to social distancing. There is a duty on employers to ensure the individual can adhere to national guidance on social distancing. Pregnant employees post 28 weeks or pre 28 with underlying health problems must therefore be allowed to work from home during the period of shielding to 31st March 21. 	SLT	March 2021	
Staff who may otherwise be at increased risk from coronavirus (COVID-19)				
<ul style="list-style-type: none"> For those who feel they may be at increased risk, where it is not possible to work from home, these staff can attend school as long as the system of controls are followed. 	<ul style="list-style-type: none"> For those who feel they may be at increased risk, where it is not possible to work from home, these staff can attend school as long as the system of controls are followed. 	SLT	March 2021	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> Where there is a specific concern an individual risk assessment may be appropriate but this should be based on clear medical or specific need. 	<ul style="list-style-type: none"> Where there is a specific concern an individual risk assessment must be completed but this should be based on clear medical or specific need. 			
Supporting staff				
<ul style="list-style-type: none"> Be aware of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working practices in a way that promotes good work-life balance and supports teachers and leaders. Workload should be carefully managed and assess whether staff who are having to stay at home due to 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. 	<ul style="list-style-type: none"> Be aware of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working practices in a way that promotes good work-life balance and supports teachers and leaders. Workload should be carefully managed and assess whether staff who are having to stay at home due to 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. 	SLT	March 2021	
Staff deployment				
<ul style="list-style-type: none"> Review any staff deployment changes needed. Ensure ratios for regulated activity are maintained and that staff have the required skills, expertise, and experience to carry out their work. 	<ul style="list-style-type: none"> Review any staff deployment changes needed. Ensure ratios for regulated activity are maintained and that staff have the required skills, expertise, and experience to carry out their work. 	SLT	March 2021	
Supply staff and other temporary or peripatetic staff				
<ul style="list-style-type: none"> Ensure that any visiting staff are provided with information on the school's COVID-19 arrangements as soon as possible after booking. Where visiting teachers, support staff or specialists are working with multiple schools' particular attention should be given to social distancing and hygiene measures. 	<ul style="list-style-type: none"> Ensure that any visiting staff are provided with information on the school's COVID-19 arrangements as soon as possible after booking. Where visiting teachers, support staff or specialists are working with multiple schools' attention should be given to social distancing and hygiene measures. 	HR Manager	March 2021	
Other support: Volunteers and ITT trainees				

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> Ensure that any volunteers or trainees are provided with information on the school's COVID-19 arrangements and make sure they adhere to them. Mixing of volunteers across groups should be kept to a minimum. 	<ul style="list-style-type: none"> Any volunteers or trainees are provided with information on the school's COVID-19 arrangements sure and ensure they adhere to them. No Volunteers are allowed on site. 	HR Manager	March 2021	
Staff working remotely				
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	HR Manager	March 2021	
Transport (DfE page 42)				
Dedicated school transport, including statutory provision				
<ul style="list-style-type: none"> How pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school/ Use of hand sanitiser upon boarding and/or disembarking. Additional cleaning of vehicles. Organised queuing and boarding where possible. Maximise social distancing within vehicles wherever possible. Through ventilation of fresh air (from outside the vehicle) is maximised, particularly through opening windows and ceiling vents. Children and young people aged 11 and over are advised to wear a face covering when travelling on dedicated transport. Ensure the transport provider is aware of any timetable changes and are adhering to government guidelines. Seek a copy of their risk assessment and operating plan. 	<ul style="list-style-type: none"> How pupils are grouped together on transport, where possible should reflect the bubbles that are adopted within school. Use of hand sanitiser upon boarding and/or disembarking. Additional cleaning of vehicles Organised queuing and boarding where possible. Maximise social distancing within vehicles wherever possible. Through ventilation of fresh air (from outside the vehicle) is maximised, particularly through opening windows and ceiling vents. Children and young people aged 11 and over are advised to wear a face covering when travelling on dedicated transport. Ensure the transport provider is aware of any timetable changes and are adhering to government guidelines. Seek a copy of their risk assessment and operating plan. 	Admin	March 2021	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
Wider public transport				
<ul style="list-style-type: none"> Can school start / end times be staggered to avoid peak times? Encourage parents, staff, and pupils to walk or cycle to school if possible. Consider using 'walking buses'. Work with the local authority to promote safe cycling routes. Advise persons using public transport to follow safer travel guidance e.g. wearing of face coverings. 	<ul style="list-style-type: none"> School start / end times are staggered to avoid peak times. Encourage parents, staff, and pupils to walk or cycle to school if possible. Use 'walking buses if necessary'. Work with the local authority to promote safe cycling routes. Advise persons using public transport to follow safer travel guidance e.g. wearing of face coverings. 			
Pupils travelling from abroad				
<ul style="list-style-type: none"> Review arrangements for any pupils travelling from abroad where needed. 	<ul style="list-style-type: none"> Review arrangements for any pupils travelling from abroad where needed 	Admin Staff	March 2021	
School meals (DfE page 45)				
<ul style="list-style-type: none"> Confirm with catering providers (including in-house provision) that all relevant safety procedures are in place and that they are adhering to current government guidelines. You may ask to see a copy of their risk assessment as well. Ensure that catering providers (including in-house provision) are aware of any changes to lunch times and operating practices you have made. 	<ul style="list-style-type: none"> Confirm with catering providers (including in-house provision) that all relevant safety procedures are in place and that they are adhering to current government guidelines. A copy of their risk assessment will be kept by the school. Ensure that catering providers (including in-house provision) are aware of any changes to lunch times and operating practices you have made. 	Twelve Fifteen and KR/RB	March 2021	
Estates (DfE page 49)				
<ul style="list-style-type: none"> Maintain existing class sizes 	<ul style="list-style-type: none"> Maintain existing class sizes 	SLT	March 2021	
Ventilation Systems				
<ul style="list-style-type: none"> Refer to the system of controls section 7 for guidance on keeping occupied spaces well ventilated. 	<ul style="list-style-type: none"> Refer to the system of controls section 7 for guidance on keeping occupied spaces well ventilated. Air conditioning units are up to date with servicing. Teachers to open windows in their classroom at the start of each day for ventilation. ICT suite – open windows for ventilation 	All staff	March 2021	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	<p><u>Cold Weather Update</u></p> <ul style="list-style-type: none"> ▪ If the weather gets colder, classrooms may get too cold to keep doors open all day. However, classrooms must open door during break/lunchtimes to ensure good ventilation. All high level windows should be open, in preference to low level, to reduce draughts. ▪ There may need to be flexibility to allow additional suitable indoor clothing. ▪ Furniture may need to be rearranged to avoid direct draughts. 			
Fire safety				
<ul style="list-style-type: none"> ▪ Ensure that all fire safety systems have been maintained and inspected. ▪ Review and update emergency plans and assembly points as required. ▪ Brief staff on any changes to arrangements. ▪ Consider if limited evacuation drills may be beneficial e.g. by year group to allow for social distancing. 	<ul style="list-style-type: none"> ▪ Ensure that all fire safety systems have been maintained and inspected. ▪ Review and update emergency plans and assembly points as required. ▪ Brief staff on any changes to arrangements. ▪ Evacuation drills to allow for social distancing. 	SBM Amber Peters – interim	March 2021	
Opening after reduced occupancy				
<ul style="list-style-type: none"> ▪ Ensure all little used water outlets are flushed through. ▪ Check and test all relevant safety critical devices ▪ Carry out a visual site inspection to identify any issues that may need remedying before full opening. ▪ Ensure normal maintenance and inspection activities take place, including contractor visits ensuring that statutory maintenance and inspection are carried out. 	<ul style="list-style-type: none"> ▪ Ensure all little used water outlets are flushed through. ▪ Check and test all relevant safety critical devices ▪ Carry out a visual site inspection to identify any issues that may need remedying before full opening. ▪ Ensure normal maintenance and inspection activities take place, including contractor visits ensuring that statutory maintenance and inspection are carried out. 	SBM Premises Managers – Elliot Cole interim	March 2021	
Educational visits (DfE page 50)				
<ul style="list-style-type: none"> ▪ Ensure staff are aware of the latest guidance that all visits are advised against. ▪ Keep guidance under review 	<ul style="list-style-type: none"> ▪ Ensure staff are aware of the latest information. ▪ Keep guidance under review 	Amber Peters	March 2021	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
School uniform (DfE page 50)				
<ul style="list-style-type: none"> ▪ Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. ▪ In colder weather consider amendments to the uniform policy. 	<ul style="list-style-type: none"> ▪ Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. ▪ In colder weather due to need for ventilation, parents will be advised to provide extra layers for children (i.e. jumpers) 	SLT	March 2021	
Extra-curricular activity (DfE page 51)				
<ul style="list-style-type: none"> ▪ Ensure that any provision is only to support parents to work, attend education and access medical care, and is as part of pupil's wider education and training. ▪ If it is not possible or practical to maintain the same bubbles being used during the school day (for example, if the number of bubbles in place during the school day prove impractical to adopt within the wraparound provision) then providers should maintain small, consistent groups. ▪ Where parents use childcare providers or out of school extra-curricular activities for their children, schools should encourage parents and carers to seek assurance that the providers are carefully considering their own protective measures, and children should only attend settings that can demonstrate this. They should be advised to limit use of multiple providers as much as is possible. ▪ When hiring out or letting premises consider what additional cleaning and hygiene measures are needed. ▪ Any hirers should be informed of hygiene and social distancing measures, but also that they must follow relevant government guidance for their activity. 	<ul style="list-style-type: none"> ▪ Extra-curricular activity will be delayed until the summer term including lettings. ▪ When the extra-curricular programme restarts, year group bubbles will be maintained where possible. ▪ Parent will be reminded to consider limiting the extra-curricular activities their children do and check for updated risk assessments. ▪ Any lettings will be considered carefully and cleaning adapted if needs be. ▪ Any hires will be briefed with are own risk assessment and referred to government guidance. 	SLT	Summer term	
Curriculum (DfE Page 52)				
Music, dance, and drama in school				

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ Play outdoors where possible. ▪ If playing indoors limit the numbers in relation to the space, use as large a room as possible, maximise ventilation. ▪ In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate. ▪ Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player. ▪ Use microphones where possible or encourage singing quietly. ▪ Requiring increased handwashing before and after handling equipment, especially if being used by more than one person. Avoid sharing instruments where possible, and limit handling of music scores etc. ▪ Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict social distancing and mitigation can be maintained. ▪ Drama department should review what practical lessons and activities can be delivered and update risk assessments and lesson plans accordingly. 	<ul style="list-style-type: none"> ▪ Play outdoors where possible. ▪ When playing indoors limit the numbers in relation to the space, use as large a room as possible, maximise ventilation. ▪ In the smaller groups where these activities can take place, strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate. ▪ Pupils to be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player. ▪ Requiring increased handwashing before and after handling equipment, especially if being used by more than one person. Avoid sharing instruments where possible etc. ▪ Disinfectant and wipes readily available to ensure instruments are cleaned after each use. ▪ Singing, wind and brass playing will not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict social distancing and mitigation can be maintained. ▪ Any lessons involving drama to ensure this is done in a well-ventilated area and ensure minimal contact between pupils. ▪ Props will be cleaned after use 	All staff	March 2021	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> Key considerations for practical activities include the teaching space, minimising contact between individuals, group work and individual work, space layout for social distancing, managing use of resources (props, costumes etc) and technical equipment. 				
Physical activity in schools				
<ul style="list-style-type: none"> Prioritise outdoor sports wherever possible. Large indoor spaces can be used, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils and paying scrupulous attention to cleaning and hygiene. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. Pupils should be kept in consistent groups. Sports equipment should be thoroughly cleaned between each use by different individual groups. Activities such as active miles, making break times and lessons active and encouraging active travel can help pupils to be physically active while encouraging physical distancing. 	<ul style="list-style-type: none"> Prioritise outdoor sports wherever possible. Pupils to wash their hands before and after PE sessions. Large indoor spaces can be used, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils and paying scrupulous attention to cleaning and hygiene. External facilities must also be used in line with government guidance for the use of, and travel to and from, those facilities. Pupils must be kept in consistent groups. Sports equipment must be thoroughly cleaned between each use by different individual groups. Activities such as active miles, making break times and lessons active and encouraging active travel will help pupils to be physically active while encouraging physical distancing. 	All staff	March 2021	
Science				
<ul style="list-style-type: none"> Science department should review what practical sessions can be delivered and update risk assessments and lesson plans accordingly. Key considerations for practical activities include supervising pupils, management of science equipment, demonstrations instead of practical activities, transferring specialist equipment between bubbles, 	<ul style="list-style-type: none"> Science Subject Leader must review what practical sessions can be delivered and update risk assessments and lesson plans accordingly. Key considerations for practical activities include supervising pupils, management of science equipment, demonstrations instead of practical activities, transferring specialist equipment between bubbles. 	Science Subject Leader	March 2021	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> cleaning or quarantining of equipment, access to PPE especially where supplies were donated to the NHS. Reference should be made to latest CLEAPSS guidance. 	<ul style="list-style-type: none"> Disinfectant and wipes readily available to ensure all resources and equipment are cleaned after each use. 			
Design & Technology				
<ul style="list-style-type: none"> Design & Technology department should review what practical sessions can be delivered and update risk assessments and lesson plans accordingly. Key considerations for practical activities include supervising pupils, managing movement in the room, management of equipment, demonstrations instead of practical activities, transferring specialist equipment between bubbles, cleaning or quarantining of equipment, access to PPE especially where supplies were donated to the NHS. Reference should be made to latest CLEAPSS guidance. 	<ul style="list-style-type: none"> Design & Technology Subject Leader should review what practical sessions can be delivered and update risk assessments and lesson plans accordingly. Disinfectant and wipes readily available to ensure all resources and equipment are cleaned after each use 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. 	D & T subject Leader	March 2021	
Art				
<ul style="list-style-type: none"> Art department should review what practical sessions can be delivered and update risk assessments and lesson plans accordingly. Key considerations for practical activities include supervising pupils, managing movement in the room, management of equipment, demonstrations instead of practical activities, transferring specialist equipment between bubbles, cleaning or quarantining of equipment, access to PPE especially where supplies were donated to the NHS. Reference should be made to latest CLEAPSS guidance. 	<ul style="list-style-type: none"> Art Subject Leader must review what practical sessions can be delivered and update risk assessments and lesson plans accordingly. Disinfectant and wipes readily available to ensure all resources and equipment are cleaned after each use 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. 	Art Subject Leader	March 2021	
Education, Health and Care (EHC) Plans (DfE page 59)				
<ul style="list-style-type: none"> Liaise with partner organisations to deliver EHC plans. Undertake timely planning for placements in September. 	<ul style="list-style-type: none"> Liaise with partner organisations to deliver EHC plans. Undertake timely planning for placements in September. 	Senco	March 2021	
Behaviour, discipline, and wellbeing expectations (DfE page 59)				

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> Specific pupils with challenging behaviour should be identified and a risk assessment completed for each pupil with regards to the increased risk to others from the spread of coronavirus because of their behaviour. This could include pupils who would not normally require an individual approach but with the new measures in place may require an assessment. Additional measures and PPE may be required for staff in some circumstances. School behaviour policy to be reviewed to take account of COVID-19 and any new measures in place. 	<ul style="list-style-type: none"> SENCo to identify specific pupils with challenging behaviour and a risk assessment completed for each pupil with regards to the increased risk to others from the spread of coronavirus because of their behaviour. This could include pupils who would not normally require an individual approach but with the new measures in place may require an assessment. Additional measures and PPE may be required for staff in some circumstances. School behaviour policy to be reviewed to take account of COVID-19 and any new measures in place. 	SLT Senco Behaviour lead	March 2021	
Pupil wellbeing and support				
<ul style="list-style-type: none"> Consider the provision of pastoral and extra-curricular activities for pupil wellbeing and support. Provide more focused pastoral support where issues are identified that individual pupils may need help with, including support resources available from DfE and partners. Consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school. 	<ul style="list-style-type: none"> Emotional Literacy Support (ELSA) in place to support pupils needing extra pastoral care any children identified as newly vulnerable on their return to school. Use a range of resources including support resources available from DfE and partners. First 2 weeks - daily lesson will provide extra PSHE, Outdoor learning and team building. Monitor pupil well-being and report on CPOMS. Well being baseline assessments to be carried out when pupils return to school and interventions implanted to address issues arising. 	SLT	March 2021	
Safeguarding (DfE page 63)				
<ul style="list-style-type: none"> Review child protection policies. Coordinate with other agencies and services to ensure support is in place for children. 	<ul style="list-style-type: none"> Review child protection policies. Coordinate with other agencies and services to ensure support is in place for children. 	DSL's	March 2021	
First aid and care provision				
<ul style="list-style-type: none"> Consider limiting numbers in first aid rooms, cleaning the area after treatment, PPE for first aiders and thorough hand washing. PPE can include fluid resistant masks, gloves, aprons, goggles, or face shields. 	<ul style="list-style-type: none"> Consider limiting numbers in first aid rooms, cleaning the area after treatment, PPE for first aiders and thorough hand washing. PPE can include fluid resistant masks, gloves, aprons, goggles, or face shields. 	Admin Staff	March 2021	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<ul style="list-style-type: none"> ▪ Have first aiders and welfare staff been made aware of the measures in place and been provided with appropriate training and equipment. ▪ Incidents must be recorded as per the school's normal arrangements. 	<ul style="list-style-type: none"> ▪ Have first aiders and welfare staff been made aware of the measures in place and been provided with appropriate training and equipment. ▪ Incidents must be recorded as per the school's normal arrangements. 			
Contingency planning for outbreaks (DfE page 66)				
<ul style="list-style-type: none"> ▪ Review plans against the DfE contingency framework. ▪ Have plans in place for high quality remote provision of education. 	<ul style="list-style-type: none"> ▪ Contingency plan updated and available on Website. ▪ High quality remote provision of education in place. 	SLT	March 2021	

<u>Year Group</u>	<u>Collect and drop off at</u>	<u>Start time</u>	<u>Finish Time</u>
New Monument			
Nursery	Nursery blue gate	Session 1 - 8:30-11:30 Session 2 - 12:15-3:15	
Reception	Reception blue gate	8:35	3:05
Year 1	Nursery blue gate	8:30	3:00
Year 2	Nursery blue gate	8:25	2:55
Year 3	Reception blue gate	8:30	3:00
Year 4	Nursery blue gate	8:20	2:50
Year 5	Reception blue gate	8:25	2:55
Year 6	Reception blue gate	8:20	2:50

<u>Year Group</u>	<u>Collect and drop off at</u>	<u>Start time</u>	<u>Finish Time</u>
Broadmere			
Nursery	Main entrance one-way system in am and Nursery gate pm	Session 1 & 2 9:00 -3:00 (M,T,Th,F) (Wed) Session 1 9:00 - 11:45 Session 2 12:15 - 3:00	
Reception	Playground Entrance	8:35	3:00
Year 1	Playground Entrance	8:40	3:05
Year 2	Playground Entrance	8:45	3:10
Year 3	Playground Entrance	8:50	3:20
Year 4	Main Entrance	8:35	3:05
Year 5	Main Entrance	8:40	3:10
Year 6	Main Entrance	8:45	3:15