This Risk Assessment and Planning document should be carried out with reference to Government guidance and existing Health and Safety Guidance.

The aim of the document is to minimise the potential risks of Covid – 19 and ensure that the health, safety, social and educational needs of children, families and staff are met as far is possible during this next recovery phase.

The following principles underpin all planning and actions:

- Children's needs are paramount
- Staff physical and emotional well-being must be considered at all stages of planning and implementation
- Ensuring effective infection protection and control and preventing the spread of coronavirus -e.g. dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces).
- Minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges
- Cleaning hands more often than usual
- Ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- Cleaning frequently touched surfaces often using standard products, such as detergents and bleach
- Maintaining social distancing and minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)

School: **Sherington Primary School**	**Assessment Date:** **Initial assessment 13/5/20** **Revised 20/7/20 for September opening in line with DfE Guidance for full opening – schools** **Revised 31/8/20 in line with new DfE Guidance for full opening – schools update 28/8/20** **Revised 23/9/20 in line with latest government update** **Revised 02/11/20**	**Assessed by:** **Dan O'Leary – Acting Deputy Head** **Amanda Burnell – Acting Headteacher** **Gail Tippett – SENCo/DSL** **Peter Hall – Premises Manager** **Susie Healy – School Business Manager**	**Approved by:** **Governing Body**

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
1. Planning and Organising						
Existing Health and Safety compliance and building considerations	• Review your current Health and Safety Plans and undertake any existing actions. • Ensure health and safety compliance checks have been undertaken in required timescales. This is particularly important if the school premises have been closed to pupils and staff for any periods of time since 23 March 2020 • Test all water systems, fire alarms, gas supply, kitchen equipment • Consider Deep Cleaning by professional cleaners • Conduct health and safety inspection with the union health and safety representatives	Building is compliant with statutory maintenance requirements. HT and Premises Manager regular meetings /updates Regular checks for legionella As above (completed by Premises Manager PH) – hot water on. School cleaners have thoroughly cleaned school including areas used by key worker/vulnerable children. These areas will be thoroughly cleaned again Deep clean would only be necessary for a known case of COVID-19 in school in line with Public Health England guidelines Our contractor, Westgate, will be approached to provide a deep clean if not by PHE Seek advice from RBG environmental health AB/DO/PH regularly inspect building and implement H&S measures as advised Deep clean of 1D and 4L for vulnerable and key worker groups Deep clean of Pandas that has been used for vulnerable and key worker groups SH in contact with Westgate regards to	Premises to continue weekly/monthly tests Kitchen cleaned by staff on their return If a new case does emerge of COVID19 Guidelines regarding deep cleaning will be followed in line with PHE guidelines All areas deep cleaned by Westgate Check to be completed with union health and safety representatives Risk assessment submitted to unions via RBG	PH/SLT/cleaners/ SH Kitchen staff Peter Hall/cleaners Peter Hall/cleaners Peter Hall/Amanda Burnell/ Union Reps Dan O'Leary/ RBG/Unions	Ongoing - monthly 3/9/20 When needed WB 10/8 2/9 21/7	May/June/July completed 2/9/20 When needed 2/9/20 3/9 22/7

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
		deep cleaning – Westgate do deep clean (see SH for info) Check completed with union health and safety representatives Thermostatic Mixing Valves – checked yearly under new guidance				
Staff Wellbeing	• Assess availability and well-being of all staff including staff who are self-isolating, underlying health conditions, family considerations, staff who are subject to shielding or are in a household where someone is shielding • Assess transport arrangements for all staff and parking arrangements as required • Assess impact on individuals from the lockdown and any residual effects • Assess staff expectations and any anxiety and perceived inequalities • Availability of supply staff to cover any vacancies or long-term absences	All staff consulted on Zoom about reopening plans Staff survey conducted – determining who is clinically extremely vulnerable, clinically vulnerable, who lives with people who are clinically extremely vulnerable and how they can work in school (socially distanced). Staff have the opportunity and encouraged to speak with AB or line manager to discuss a possible return and anxieties SLT, line managers and office to be in regular contact with staff Risk assessment to be reviewed by union reps and governors AB in contact with union reps SLT in school and daily contact with each other Under previous guidance - adults who are clinically extremely vulnerable or live with someone who is clinically extremely	Meet teachers in PDM to discuss initial guidance and September reopening Risk assessment sent to all staff Meet all staff to discuss September reopening - INSET preparation 2 and 3 September RBG Employ Assist and OH referrals continue to be available Supply agency staff available for cover but not unless necessary – staff to be brief on school procedures/risk assessment The school will continue to follow any shielding guidance in place to decide who should come into school. Staff who are clinically extremely vulnerable and coming into school will be under review with any new guidance. Consult with	All teachers All staff All staff All staff SLT/Office	14/7 Once RBG and unions have checked 2-3/9 Ongoing Ongoing	14/7 On server 2/9/20 Ongoing Ongoing

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
		vulnerable to work from on home (cannot guarantee stringent social distancing) Staff consulted with survey on who uses public transport 7.5% of adults traveling by public transport Check-ins with staff who travel by public transport Identified all staff shielding or self-isolating Consulted BAME members of staff in June on their potential working day if they are working on site Regular contact with staff self-isolating - emails updates/telephone calls – keeping in touch/weekly check- ins Follow PHE and RBG guidance on cases of COVID-19 and self-isolation No car share due to social distancing DFE guidance updates with regards to travel Regular briefing and de-briefing with staff in school led by SLT SLT and office in regular contact with staff Staff are aware of how to access support for issues such as anxiety, mental health in addition to safeguarding in general	relevant staff members. New guidance 28/8/20 - **Staff who are clinically extremely vulnerable (consult with relevant staff members)** Rates of community transmission of coronavirus (COVID-19) are now reduced to levels below those seen when shielding was introduced. Shielding measures were paused from the 1 August 2020, with the exception of areas where local lockdown means that shielding will continue. Therefore, we advise that those who are clinically extremely vulnerable can return to school in the autumn term provided their school has implemented the system of controls outlined in this document, in line with the school's own workplace risk assessment. In all respects, the clinically extremely vulnerable should now follow the same guidance as the clinically vulnerable population, taking particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home or workspace. **Staff who are clinically vulnerable (and/or pregnant)** Clinically vulnerable staff can return to school in the autumn term. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission. This includes taking particular care to	SLT/staff	2/9/20	2/9/20

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
			observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in section 6 of the 'prevention' section of this guidance. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children/adolescents. People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.			
Review Pupil well-being and Risk assessments	• Review the circumstances of pupils who are likely to be returning – are there any new circumstances that may pose a risk • Risk assess individual pupils who need specific care which cannot be delivered whilst ensuring social distancing • Risk assess pupils with behaviour issues or who may be potentially violent especially those with a known risk of spitting and or requiring physical restraint • Assess pupils who may be worried about returning to school or who have been in challenging home circumstances or experienced	Risk assessments in place for identified children with needs and behaviour HT sent daily letter/teachers sent daily learning Daily phone calls to vulnerable families or those who have not been in contact with teachers by GT and SA during lockdown Identify children who may be potentially violent - risk assessments in place and speak to parents. Appropriate PPE in place (discussion had with union reps DC and EF) SENCo in contact with children's families with EHCP	Risk assessments in place for identified children with needs and behaviour – updated for September The school's behaviour for learning policy to be revised again in light of September opening and to include compliance with social distancing and will be communicated to staff, pupils and parents. (Addendum to school behaviour policy COVID19 – Clear expectations regarding behaviour and consequences, parental engagement in supporting social distancing. Share behaviour addendum with all governors.)	Gail Tippett/SLT Gail Tippett/SLT	22/7 2-3/9	22/7 2/9/20

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
	bereavement during the pandemic (covid19 related or not)	SA has bereavement training Educational psychologist provision Review plans for identified children with needs and behaviour in conjunction with relevant RBG body All children to be inducted on new behaviour policy and expectations e.g. year 6 on June 2nd. Clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, teaching and floor markings. For young children this is done through age-appropriate methods such as stories and games. Arrangements for social distancing of younger school children have been agreed and staff are clear on expectations in line with DfE advice. Staff model social distancing consistently. The movement of pupils around the school is minimised. Large gatherings are avoided. Break times and lunch times are structured to support social distancing and are closely supervised. The school's behaviour policy to be revised to include compliance with social	Arrangements for social distancing of younger school children have been agreed under the new guidance and staff are clear on expectations in line with DfE advice. Clear messaging to all pupils on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, teaching and floor markings. For young children this is done through age-appropriate methods such as stories and games. Large gatherings continued to be avoided Break times and lunch times are structured to support social distancing and are closely supervised. Senior leaders continue to monitor areas where there are breaches of social distancing measures and arrangements are reviewed. Messages to parents reinforce the importance of social distancing. PPE available to all staff teaching in classrooms and those working with children PPE stored in designated areas and	SLT All teachers /support staff All staff/all chn Dan O'Leary/ SLT/Sarah Amis SLT All staff All staff	2-3/9 4/9 Ongoing Ongoing Ongoing 21/7 2-3/9	2/9/20 Ongoing Ongoing Ongoing 20/7 Ordered and in medical room 2/9/20

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
		distancing and this has been communicated to staff, pupils and parents. Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed. Messages to parents reinforce the importance of social distancing. Addendum to school behaviour policy COVID19 – Clear expectations regarding behaviour and consequences, parental engagement in supporting social distancing Share behaviour addendum with all governors Share behaviour addendum with all staff PPE available to all staff teaching in classrooms and dealing with children. Training in INSET and equipment stored in certain places and distributed to staff	redistributed to staff (September) Provide remote learning for children who are required to shield or self-isolate, if: • guidance changes due to a disease rise and the school is advised that certain children should shield/self-isolate • families are complying with clinical or public health advice PWT – children can be taken to the Reflection room: • Children to be socially distanced in room • Seat/table/resources to be sanitised after use • Addendum to school behaviour policy COVID19 – Clear expectations regarding behaviour and consequences, parental engagement in supporting social distancing • PPE available to all staff teaching in classrooms and dealing with children.	SLT/Teacher	If case would arise	
Class group and size configuration	• ~~For primary school classes configure class group in no more than 15 pupils per small group and one teacher and if needed a teaching assistant.]~~ • For primary school classes configure class group to be consistent to reduce the risk of transmission (DfE Guidance for full opening - schools)	HT, DHT and SENCO organised classroom for EYFS, KS1 and KS2 for wider opening of school Premises manager adapted all classrooms. Classrooms re-modelled, with chairs and desks in place to allow for social distancing. Arrangements in place to support pupils	Staff to organise classrooms for September opening of school: • Tables to face forwards in rows as per DfE guidance • Each child in KS1 and 2 to have a named pack of stationary to reduce the sharing of frequently used resources	All teachers Susan	2-3/9 WB	2/9/20 20/7

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
	• For pre-school children in early years settings, the staff ratios within the early years foundation stage continue to apply and used to group these children • Each group should be a consistent group and that small group stays away from other people and groups • Vulnerable children and children of critical workers in other year groups should also be split into small groups of no more than 15 pupils	when not at school with remote learning at home. • Spare chairs removed from desks so they cannot be used • Hand washing facilities identified for each learning zone (in each class and toilets) • In primary schools, classes stay together with their teacher and do not mix with other pupils where possible • Open windows to allow ventilation • Hand sanitiser in each teaching space • Lidded foot-pedal bin in each teaching space • Anti-bacterial wipes in nursery • Anti-bacterial spray in reception, KS1 and 2 classes • Tissues in all teaching spaces • Disposable hand towel in all teaching spaces Where ratios cannot be adhered to, due to staff illness/self-isolation and cannot be covered by existing staff in a safe way, parents/carers will be notified as soon as possible by SLT. They will be notified of return to school when staffing arrangements can be made in accordance to safe practice. All ratios adhered to including early years Toilets – one child at a time and supervised by an adult	Cleaning supplies to be audited and reordered/PPE supplies to be audited and reordered Staggering playtimes, hall use and lunch. Agree new timetable and confirmed arrangements for each year group (see timetables 2020-21) September staff training in INSET for procedures on moving around school Classes to be kept as bubbles of a year group and minimise contact between groups Breakfast and afterschool comprised of consistent bubbles. Procedures for normal sickness should be followed and procedures followed for any suspected case of COVID-19. In case of suspected case of COVID-19: • Inform Sahira • Parents will need to be called to collect straight away, • Child to be seated away from the other children in a designated area. • PPE to be worn by adult dealing with this child. • Disinfect the chair/area that the child was sitting on while waiting. • No staff contact with parents • Staff member to dispose of	Healy/Peter Hall Dan O'Leary Dan O'Leary/ All staff All staff Amanda Burnell/Sahira Mohammed	13/7 2-3/9 2-3/9 4/9 4/9	 3/9/20 2/9/20 Ongoing Ongoing

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
			relevant PPE (double bag) and wash hands • Staff member to stay in school unless they develop symptoms • Sahira to call the office staff and Amanda/Dan to make them aware as the child will require a test before being allowed back to school. • Child not to return to school until they have either have a negative test result or family have appropriately self-isolated in accordance to PHE guidance No extra-curricular clubs for the autumn term; to be reviewed with further guidance.	Rosanna Owen and Kieran Flynn	Reviewed with new guidance release	
Timetable	Refresh the timetable • which lessons or activities will be delivered • consider which lessons or classroom activities could take place outdoors • use the timetable and selection of classroom or other learning environment to reduce movement around the school or building • stagger assembly groups • stagger break times (including lunch), so that all children are not moving around the school at the same time	Continue to adapt as necessary Outdoor learning – weather permitting PSHE/Positive Education PE only non-contact sports Core and foundation subjects Outside activities: Rota in place for outdoor areas Parents not allowed inside the school Stagger all break times No assembly or mass gatherings Weekly review how children will move	Drop off and pick up times reviewed to allow minimal contact between groups and communicated to parents/staff Communicate school timetables to all staff on INSET for each group/year group including: • No assembly/concerts/ mass gathering • Reviewing start and finish times for each group by staggering • Reviewing playtimes and lunchtimes for all children to minimize contact • Opportunities for outdoor learning	Dan O'Leary All staff/ Dan O'Leary/ Amanda Burnell	20/7 2-3/9	20/7 2/9/20

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
		around the school and plan to keep movement to a minimum Minimal passing on the stairs or in the hall.	Minimise use of staff room	All staff	Ongoing	Ongoing
Curriculum & Transition	• Balancing the need for remedial work and "catch up" with the social/emotional needs of the children & young people • Addressing gaps in learning in a structured and appropriately paced way to maximise impact of teaching without overwhelming the pupils • Maximising impact of additional adults matched to those identified pupils who need the support most • Managing transition (at all stages) to best support the next stage of learning • Supporting the handover of critical information to best support transition (e.g.: Y6/7, SEND pupils) • Maximising connectivity between school (Nursery/Primary, Primary/Secondary) to share practice and utilise talent more widely • Summer schools opportunities (as discussed with Secondary colleagues) • Stepping Up Programme for vulnerable learners	Monday 1st June INSET with all staff (socially distanced/staggered/staff who cannot be present kept apprised) Consultation with teachers on curriculum coverage and 'catch up' with the consideration of well-being of pupils Transition programme already considered/actioned by SENCo Stepping up programme already considered/actioned by SENCo Decide where each group will be taught and ensure space is maintained through desks and seats where possible	Gaps in learning assessed and addressed in teacher planning Teachers refer to LL to assess learners and identify gaps Disadvantaged, SEND and vulnerable pupils' progress reviewed to ensure catch-up support is target to help children make substantial progress. INSET on assessment Reading focus to support gaps in core knowledge and across the curriculum including early reading/phonics INSET on reading for all staff Planning based on educational need, assessment, gaps in learning including the wider curriculum to ensure a broad and balanced curriculum	Teacher Teacher SLT/ Teacher Amanda Burnell SLT/ Teacher Leanne Farley Teacher	Ongoing Ongoing Ongoing 2/9 Ongoing 3/9 Ongoing	Ongoing Ongoing Ongoing 2/9/20 Ongoing 3/9/20 Ongoing

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
Classroom and learning environment layout	• Organise classrooms and other learning environments maintaining social distancing space between seats and desks where possible • Consider how play equipment is used ensuring it is appropriately cleaned between groups of children and that multiple groups do not use simultaneously. • Remove unnecessary items from classrooms and other learning environments. • Remove soft furnishings, soft toys and toys that are hard to clean. • ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. • In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days • accessing rooms directly from outside where possible • considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors • staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time • staggering lunch breaks - children	HT, DHT and SENCO organised classroom for EYFS, KS1 and KS2 for wider opening of school in June Premises manager adapted all classrooms Circulation plans have been reviewed and amended with premises manager Use of rooms identified for each group of children The movement of pupils around school is minimised as much as possible. Pupils are briefed regularly regarding observing social distancing guidance whilst circulating. Appropriate supervision levels are in place. Safety measures and messages implemented and displayed around school Rooms thoroughly cleaned by Westgate cleaners Designated classrooms that comply with social distancing measures as far as can be possible Rota/timetable for staggered breaks Adult supervision to toilet and 1 person in the toilet at a time All used classrooms have sink with soap	All staff are aware of new classroom configurations Any new pinch points/bottle necks are identified and managed accordingly. Movement of pupils around school is minimised as much as possible Where possible, pupils stay in classrooms and staff move around Pupils are briefed regularly regarding observing social distancing guidance whilst circulating Appropriate supervision levels are in place with new routines in place Each child to have a named resource pack in relevant groups Continue to remind children of expectations/social distancing (as much as possible)/hand washing/what they need to do if they have any COVID symptoms/discouraging face touching/using tissues or elbow to cough/sneeze/catch it, bin it, kill it Use repetition, routines and games to reinforce Continue adult supervision to toilet and 1 person in the toilet at a time	Teacher SLT All All staff All staff Teacher All staff EYFS/KS1 staff All staff	14/7 Ongoing Ongoing From 4/9 2-3/9 From 4/9 From 4/9 From 4/9 From 4/9	14/7 Ongoing Ongoing Ongoing Ongoing Packs created 20/7 Ongoing Ongoing Ongoing

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
	and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms • ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time • identify the children and young people who may need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules)	and disposable hand towel, a lidded pedal bin, tissues and hand sanitiser by the entrance Regularly remind children of expectations/social distancing (as much as possible)/hand washing/what they need to do if they have any COVID symptoms/discouraging face touching/using tissues or elbow to cough/sneeze/catch it, bin it, kill it All staff are aware of classroom configuration Any pinch points/bottle necks are identified and managed accordingly Movement of pupils around school is minimised as much as possible Where possible, pupils stay in classrooms and staff move around				
Shared Space	• use of halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. • If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups between groups is in place, following the COVID-19: cleaning of non-healthcare settings guidance • Reduce the use of staff rooms and offices to limit occupancy	Limits set for large spaces (hall and outside space) for teaching. Lunch area to be cleaned after each group Large gatherings prohibited Tables being appropriately spaced (timetabled) School office to have only 2 members of staff. Telephone to be used to communicate needs/information. Other staff not to enter unless necessary. Hall marked out for social distancing 7/8	Hall used by groups of maximum of one class x30 for PE. Time tabled slots – equipment cleaned after use and no contact sports. Lunch area to be cleaned after each group Ensure plans for lunch consider: hall being used at a capacity to allow for minimal contact between children and groups/bubbles Lunch: • No sharing food • Groups not mixing or contact	Kieran Flynn and Teacher Lunch staff Dan O'Leary/ SLT/Sarah Amis All staff/pupils	4/9 4/9 2/9 Ongoing	Ongoing Ongoing 2/9/20 Ongoing

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
		Rooms measured for capacity for social distancing 12/5 Lift to be use by staff and only 1 at a time Lunch: • No sharing food • Groups not mixing • Tables cleaned between groups General shared space: • No assembly/concerts/ mass gatherings • Reviewing start and finish times for each group by staggering • Reviewing playtimes and lunchtimes for all children to minimize contact	• Tables cleaned between groups • Kitchen H&S guidance clear to all relevant staff (meeting 2/9/20 and 3/9/20) General shared space: • No assembly/concerts/ mass gatherings • Reviewing start and finish times for each group by staggering • Reviewing playtimes and lunchtimes for all children to minimize contact Minimise use of staff room – • No more than 7 people seated in the staff room at any point; please sit **socially distanced** (2 per oval table and 3 on the soft chairs) • No more than 9 people in the staff room at any point (this allows for 2 people to use the counter area whilst 7 are seated) • Where possible, teachers to have lunch in their classrooms to minimise staff room use • For staff having lunch at 1:15pm, the Creation Station is available to use • There will be an allocated space for lunch times in case of wet lunch – SENCo room, library (12-1pm), middle management room	All staff/pupils All staff	Ongoing Ongoing	Ongoing Ongoing

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
			(12-1pm) can be used (please clean and leave in a condition ready for teaching/meetings)			
Outdoor space	• Maximise the use of outdoor space for outdoor education, exercise and breaks • Ensure that if used outdoor equipment is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read COVID-19: cleaning of non-healthcare settings	No use of playground equipment Children in allocated outdoor spaces: ball court, reception area, Linnaeus Garden and KS1/2 playgrounds All use of outdoor space under constant review including if there is staff absence or illness	Keep children in group/bubble as much as possible All play and use of outdoor areas timetabled Children in clearly designated areas throughout the day	All Dan O'Leary Dan O'Leary	Ongoing 2/9 2/9	Ongoing 2/9/20 Ongoing
Start and end of day	• stagger drop-off and collection times • plan parents' drop-off and pick-up protocols that minimise adult to adult contact	No parents or non-essential staff on site Staggered start and ends of the day using both roads on either side of site. Drop-off and collection areas clearly communicated to staff and parents with clear guidelines/protocols included. Hazard tape/paint for floor marking (SH purchased) Zones clearly marked and with RBG signage with one way systems to control footfall. Entrances for year groups are clearly marked and 2m spacing marked on the floor Ensure the movement of people on arrival to avoid groups of people congregating. All hand sanitise on entry from sanitising station	No parents or non-essential staff on site unless invited Staggered start and ends of the day using both roads on either side of site (see table for start and finish times which include staffing and location) Drop-off and collection areas clearly communicated to staff and parents with clear guidelines/protocols included Ensure the movement of people on arrival to avoid groups of people congregating All hand sanitise or wash hands on entry Morning lates to come through the main entrance and hand sanitise	All staff Dan O'Leary Amanda Burnell All staff on gates/entrances All staff and pupils Office staff	Ongoing 20/7 20/7 Again 3/9 4/9 4/9 4/9	Ongoing 20/7 20/7 Ongoing Ongoing Ongoing

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
		Morning lates to come through the main entrance and hand sanitise Afternoon lates to come wait in top playground to be collected	Late children to be collected from designated area in the top playground to allow for social distancing	Sarah Amis and Paula Townsend	4/9	Ongoing
Travel arrangements	• Assess the availability of transport and the arrangements being made by transport providers • Consider how children and young people arrive at the education or childcare setting, and reduce any unnecessary travel on coaches, buses or public transport where possible. Read the Coronavirus (COVID-19): safer travel guidance for passengers	Vulnerable and critical worker children are local and arrive to school on foot Consult with identified parents Share public transport guidance on website				
2. Communicating your plans and supporting individuals						
Children, parents and carers	• tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection) • Parents to inform the school is anyone in the house is displaying symptoms • tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend	Parent survey on the reopening the school has been conducted Consultation with staff and governors Consultation with RBG and model adopted based on their reopening plans COVID-19 section on the school website has been created and is updated Letter sent to relevant year groups on the potential reopening of the school in June including who, when and how.	Where possible, all meetings will be conducted by telephone or using video conferencing. This includes meetings with staff, parents/carers, visitors and governors Remind parents of expectations around what they should do should anyone in the family shows COVID-19 symptoms Have information/agencies signposted on website Write to parents of children who are attending to outline:	All staff Amanda Burnell Dan O'Leary Amanda Burnell	Ongoing Ongoing On website 2-3/9	Ongoing Ongoing On website and updated as

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
	• tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) • make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely) • also think about engaging parents and children in education resources such as e-bug and PHE schools resources • ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the Coronavirus (COVID-19): safer travel guidance for passengers	Remind parents of expectations around what they should do should anyone in the family shows COVID-19 symptoms Write to parents of children who are attending to outline: • who their child will be taught by • start/drop off time and procedures including 1 parent only/entrance and exit • maintaining social distancing when dropping/collecting • no congregating • minimize use of public transport • reiterate expectations around attendance • they have no access to the site unless there is a pre-arranged appointment • any ill child, for whatever reason, to be kept at home • behavior expectations • water bottles, hats and lunches only all contact through the office via telephone or email	• start/drop off time and procedures including 1 parent only/entrance and exit • maintaining social distancing when dropping/collecting • no congregating • minimize use of public transport • reiterate expectations around attendance • they have no access to the site unless there is a pre-arranged appointment • any ill child, for whatever reason, to be kept at home • behavior expectations • what to bring to school All contact through the office via telephone or email			necessary
Children	• use age appropriate materials to explain and maintain social distancing • Support pupils who are worried about returning to school or who have been in challenging home circumstances or experienced bereavement during the pandemic	SLT discussion on children returning: EHCP, potential bereavement, individual need, behaviour plan, SEN Daily phone calls to vulnerable families or those who have not been in contact with teachers by GT and SA	SA bereavement trained for children facing bereavement RSE teaching in place for children to support their physical, emotional, social, intellectual, and moral development Pupil Well-Being team in place to support	Sarah Amis Rabinder Benning Sarah	4/9 4/9 4/9	Ongoing Ongoing Ongoing

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
	(covid19 related or not) • Promote understanding of the different experiences for our children and young people during lockdown • Consider how pupils with specific needs are reintegrated • Deliver activities that focus on relationships – adult/pupil, pupil/pupil	Sarah Amis bereavement trained E-Bug or similar resources used in classrooms	children with the transition back into school School nurse support for children with specific needs or training	Amis and Paula Townsend School nurse	 4/9	 Ongoing
Staff	• communicate frequently • talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful • Consider the support needs of staff and put in place interventions to support everybody's mental health	Zoom calls to discuss school reopening in June Staff survey HT emailing/communicating with all staff INSET for all staff on 1/6/20 RBG Employ Assist sign posted OH referrals Check-ins with staff/open door policy with any communication RBG PPE training 1 and 2nd June	Communicate risk assessment and changes to all staff Continue: RBG Employ Assist sign posted OH referrals Check-ins with staff/open door policy with any communication	INSET	Ongoing	Ongoing
Contractors and suppliers	• communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers • discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this if needed	Cleaners to be directed by PH for appropriate cleaning of areas and deep cleaning of rooms GS Plus providing pack lunches to all pupils from June 1st (paid by RBG) Cleaning products purchased for room cleaning Deliveries left in foyer	Ensure appropriate cleaning of spaces before September 3rd Make contact with all suppliers to ensure they are following appropriate social distancing guidance and understand the school expectations	Peter Hall/ Westgate Peter Hall	3/9 Ongoing	Ongoing Ongoing

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
		Discuss cleaning plan w/b 25/05/20 in preparation for reopening Ensure appropriate cleaning of spaces before June 1st Clear guidance for cleaning using contractors if there is a COVID-19 case – appropriate PPE for cleaners				
3. Daily Arrangements when open						
Daily Arrangements - Keeping Cohorts Together	• ~~ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days~~ • Consistent groups to reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within a group. • ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days, recognising for secondary and college settings there will be some subject specialist rotation of staff • ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. In schools and colleges, you may want to consider seating	Staff to have same class/group but dependent on availability of staff Staff to keep group but can change dependent on staff availability All groups to be allocated one classroom and staggered play/other space as much as possible Specific groups of children are kept together at all times and groups are consistent	Specific groups of children are kept together as much as possible to reduce the possible transmission of COVID-19 Tables clear for cleaners to clean appropriately (been cleaned during closure and continuing to be daily) Each class to have a table/seating plan for the week Reduced contact between bubbles/classes including hallways Computing suite and music resources cleaned between use/children to hand sanitise before use	All staff Teacher /TA/Cleaners Teacher All staff Ellie Pritchard/Clare Portman /Dan O'Leary	4/9 4/9 4/9 4/9 7/9	Ongoing Ongoing Ongoing Ongoing Ongoing

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
	students at the same desk each day if they attend on consecutive days					
Cleaning and Hygiene	• review the arrangements for routine maintenance of the premises - follow the COVID-19: cleaning of non-healthcare settings guidance • ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments • clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal • ensure that all adults and children: ➢ frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the guidance on hand cleaning ➢ clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing ➢ are encouraged not to touch their mouth, eyes and nose ➢ use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it') • ensure that help is available for children and young people who have trouble cleaning their hands independently	Staff wash their hands on arrival in school. Pupils hand sanitise on entry to school All classrooms have a sink, soap and paper towel All spaces have a lidded peddle bin with a cover Hand sanitizer is available on entry into classrooms or entry to school Regular emptying of bins Regular cleaning of used spaces Conduct regular walks of the site to ensure all areas are appropriately ventilated Additional cleaning of regularly touched surfaces – door handles, rails, light switches, tables etc. Have clear hand washing/sterilising stations at every entry point and set the expectation that everyone must use this when they enter. Ensure sufficient hand washing stocks are in place Where hand washing cannot take place provide hand sanitizer Stocks must constantly be replenished and	Schools to consider any local health and safety policies/guidance may need reviewing Limited items to bring into school: • Lunch, sun hat and water bottle (no water fountains) • PE kit • One change of clothes for nursery children which stays in school (not swapped daily) • No items from home/toys • No letters from home – correspondence to go through office by phone call or email	SLT	Ongoing	Ongoing

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
	• consider how to encourage young children to learn and practise these habits through games, songs and repetition • ensure that bins for tissues are emptied throughout the day • where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units • prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation • get in touch with public sector buying organisation partners (for example ESPO, YPO, NEPO) about proportionate supplies of soap, anti-bacterial gel and cleaning products if needed • there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting	distributed Provide cleaning equipment for all spaces enabling adults to clean surfaces, toys, books, doors, switches, desks, chairs more regularly Ensure tissues are available within all learning spaces and stocks are constantly replenished Prop doors open, where safe to do so, to limit use of door handles and aid ventilation Remind staff of the importance of good ventilation Before the start of the school day prop open all doors where it is safe to do so Water fountains all turned off and children to bring in bottles for water (all classrooms have accessible drinking water). No sharing of water bottle and they are placed in a suitable space for EYFS and under tables for year 1 and 6. Cleaning staff will regularly clean frequently touched surfaces using standard cleaning products (e.g. bleach, detergent), including: • Banisters • Classroom desks and tables • Bathroom facilities (including taps and flush buttons)				

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
		• Door and window handles • Furniture • Light switches • Teaching and learning aids				
Reduce Mixing of Groups	• accessing rooms directly from outside where possible • considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors • staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time • staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms • ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time • noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other	Plan and rota in place for: • use of hall for lunches • break times • use of hall for non-contact PE • use of outside learning spaces Groups not mixing; stay in groups Had washing signs in toilets RBG banners on outside of school Toilet use to be supervised and only one child at a time Children who need support or 1-1 support identified Lunch area to be cleaned after each group by lunch cover staff with suitable disinfectant No sharing of food; children remain seated during lunch Packed lunch and all items to be put in bins or back in lunch boxes	Create specific lunch plan. Ensure plans for lunch consider: • Halls being used at lower capacity • Another space identified for packed lunches (Creation Station) • Tables being appropriately spaced –12 tables with 6 children on each on alternative seats and not opposite each other • Lunch area to be cleaned after each group by lunch cover staff with suitable disinfectant • No sharing of food; children remain seated during lunch • Packed lunch waste and all disposable items to be put in bins or back in lunch boxes • Pack lunch system in place to keep pack lunches stored in group/bubble	Dan O'Leary/ SLT/Sarah Amis	4/9	Ongoing

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
	meaningful symbols, and social stories to support them in understanding how to follow rules)					
Use of Outdoor Space	• for exercise and breaks • for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff • although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read COVID-19: cleaning of non-healthcare settings	Timetable for use of outdoor space including PE No use of outdoor equipment for playtime	Share timetable with all staff	Dan O'Leary	INSET 2/9	INSET 2/9
Shared space	• use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups between groups is in place, following the COVID-19: cleaning of non-healthcare settings guidance • stagger the use of staff rooms and offices to limit occupancy	Plan and rota in place for: • use of hall for lunches • use of hall for non-contact PE • use of outside learning spaces • staff breaks and lunch Stagger the use of staff rooms, adult learning spaces, office areas etc. where possible. Ensure social distancing is maintained – review furniture in these areas	Minimise use of staff room – • No more than 7 people seated in the staff room at any point; please sit **socially distanced** (2 per oval table and 3 on the soft chairs) • No more than 9 people in the staff room at any point (this allows for 2 people to use the counter area whilst 7 are seated) • Where possible, teachers to have lunch in their classrooms to minimise staff room use • For staff having lunch at 1:15pm, the Creation Station is available to use	All staff	Ongoing	Ongoing

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
			• There will be an allocated space for lunch times in case of wet lunch – SENCo room, library (12-1pm), middle management room (12-1pm) can be used (please clean and leave in a condition ready for teaching/meetings)			
Shared resources	• by limiting the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff • by seeking to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently • although practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts	Establish plans and routines for how toys will be cleaned between play (N.B all cleaning products must be stored safely and out of reach of children at all times) Any resources shared between groups, such as sports, art and science equipment, will be either: • Cleaned frequently and meticulously, and always between groups using them; or • Rotated so they can be unused and out of reach for 48 hours (72 hours for plastics) between use by different groups The same rules will be followed for books and other shared resources that pupils or staff take home. However, unnecessary sharing will be avoided, especially where it doesn't contribute to pupil education and development. Individual and very frequently used equipment, like pens and pencils, will not be shared.	Any resources shared between groups, such as sports, art and science equipment, will be either: • Cleaned frequently and meticulously, and always between groups using them; or • Rotated so they can be unused and out of reach for 48 hours (72 hours for plastics) between use by different groups The same rules will be followed for books and other shared resources that pupils or staff take home. However, unnecessary sharing will be avoided, especially where it doesn't contribute to pupil education and development. Individual and very frequently used equipment, like pens and pencils, will not be shared.	Teacher s/chn	Ongoing	Ongoing

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed

transport arrangements where necessary including:	• encouraging parents and children and young people to walk or cycle to their education setting where possible
	• making sure schools, parents and young people follow the Coronavirus (COVID-19): safer travel guidance for passengers when planning their travel
	• ensuring that transport arrangements cater for any changes to start and finish times
	• making sure transport providers do not work if they or a member of their household are displaying any symptoms of coronavirus
	• making sure transport providers, as far as possible, follow hygiene rules and try to keep distance from their passengers
	• taking appropriate actions to reduce risk if hygiene rules and social distancing is not possible, for example when transporting children and young people with complex needs who need support to access the vehicle or fasten seatbelts
	• local authorities or transport providers could consider the following:
	  • guidance or training for school transport colleagues
	  • substituting smaller vehicles with larger ones, or running 2 vehicles rather than one, where possible, to reduce the number of passengers per vehicle and
		Walking to school promoted by travel plan and on website
		
		No travel equipment is allowed on site
		
		Change of start and finishing times to reduce congestion
		
		Have **Coronavirus (COVID-19): safer travel guidance for passengers** guidance available on the school website
			Everyone will be encouraged to walk or cycle into school, and asked to avoid taking public transport during peak times if possible. Promoted through TfL Travel Stars
			
			Anyone wearing non-disposable face coverings when arriving to school from using public transport will be expected to bring a plastic bag to keep these in during the school day. If they're using disposable face coverings, these will be put in a covered bin.
			
			Pupils wearing any sort of face covering when arriving to school will wash their hands on arrival (as all pupils will), dispose of/store the covering, and wash their hands again before going to their classroom. Pupils will be made aware that they mustn't touch the front of the covering during use or removal
				Laura Davis
				
				All staff and pupils
				
				All pupils
					September 2020
					
					2/9
					
					4/9
						Ongoing
						
						Ongoing
						
						Ongoing

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
	increase the amount of space between passengers • cordoning off seats and eliminating face-to-face seating, where vehicle capacity allows, to help passengers spread out • communicating revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times)					
4. Individual care if anyone becomes unwell						
Confirmed case of coronavirus in a setting	• If anyone becomes unwell with a new, continuous cough or a high temperature in an education or childcare setting, they must be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance. • If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult 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 should be cleaned and disinfected using standard cleaning products before being used by anyone else.	Existing procedure in place if a child is showing symptoms of COVID-19. Other illnesses, that are not the symptoms of COVID-19, will be dealt with in accordance to normal sickness procedures. Pupil in main school: • Staff member must use PPE if a 2m distance cannot be maintained (or if they wish to) • Staff member takes child to the medical room (windows open and well ventilated) • 2 seats marked, 2m apart in case there is more than 1 child. Seats to be cleaned/disinfected after child/ren leaves • Office notified by phone (teacher with group) of ill child • No staff to enter the office • Parents contacted immediately by office staff to come and pick up child without delay • Office staff will notify SLT • No staff contact with parents • Staff member to dispose of	All staff aware of procedure if child/staff fall ill 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 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. See the COVID-19: cleaning of non-healthcare settings	All staff	INSET 2/9	Ongoing

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
	• PPE should 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). • In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital. • If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive (see 'What happens if there is a confirmed case of coronavirus in a setting?' below). They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance.	relevant PPE (double bag) and wash hands • Child not to return to school until they have either evidence of a negative test result or family have appropriately self-isolated in accordance to PHE guidance (14 days) Pupil in nursery: • Staff member must use PPE if a 2m distance cannot be maintained (or if they wish to) • Staff member in nursery takes child to the end decking area (well ventilated space) so parents can been seen on arrival • Child to sit on designated chair. Seat to be cleaned/disinfected after child leaves • Office notified by phone of ill child by another member of staff • Parents contacted immediately by office staff to come and pick up child without delay from nursery gate • Office staff will notify SLT • Child released to parent from the nursery gate and not through the Children's Centre • No staff contact with parents • Staff member to dispose of relevant PPE (double bag) and wash hands • Child not to return to school until they have either evidence of a negative test result or family have appropriately self-isolated in	guidance. If anyone in the school becomes unwell with a new and persistent 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 guidance for households with possible or confirmed coronavirus (COVID-19) infection, which sets out that they should self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19). Follow procedures in event of a case of COVID-19 and contact RBG and PHE to follow guidance. Guidance kept in office. See excerpt from guidance: **Coronavirus (COVID-19): implementing protective measures in education and childcare settings** What happens if there is a confirmed case of coronavirus (COVID-19) in a setting? When a child, young person or staff member develops symptoms compatible with coronavirus (COVID-19), they should be sent home and advised to self-isolate for 10 days and arrange to have a test to see if they have COVID-19. They can do this by visiting NHS.UK to arrange or contact NHS 119 via telephone if they do not have internet access. Their fellow household members should self-isolate for			

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
		accordance to PHE guidance (14 days) Staff member: • Do not come into school if you are feeling unwell (call relevant staff member – not text) • If you fall ill in school with symptoms – let your line manager know/SLT and leave immediately • Follow guidance for testing and only return if test is negative and when you feel better	14 days. All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus (COVID-19), and are encouraged to get tested in this scenario. If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop symptoms. Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms. If someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating. If someone tests positive, they should follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of			

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
			smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days. As part of the national test and trace programme, if other cases are detected within the cohort or in the wider setting, Public Health England's local health protection teams will conduct a rapid investigation and will advise schools and other settings on the most appropriate action to take. In some cases a larger number of other children, young people may be asked to self-isolate at home as a precautionary measure – perhaps the whole class, site or year group. Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary. A deep clean will take place in the areas that the symptomatic person has been in, and PPE will be disposed of properly, following decontamination guidance. If the school becomes aware that a pupil or a staff member has tested positive for coronavirus, the school will contact the local health protection team. The team			

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed

			will carry out a rapid risk assessment to confirm who's been in close contact with the person, and these people will be asked to self-isolate.
			
			To help with this, a record will be made of:
			• The pupils and staff in each group
			• Any close contact that takes place between children and staff in different groups
			Close contact means:
			• Direct close contact – face-to-face contact with an infected person for any length of time, within 1 metre, including:
			  ○ Being coughed on,
			  ○ A face-to-face conversation, or
			  ○ Unprotected physical contact (skin-to-skin)
			• Proximity contacts – extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected person
			• Travelling in a small car with an infected person
			
			If there are 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus is suspected, the school will work with the local health protection team to decide if additional action is needed. Any advice given by the team will be followed.
			
			In the event of a local lockdown or			

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
			national lockdown, contingency plans will be in place for remote education support in line with DfE guidance (Guidance for full opening – schools)			
Testing	• When settings open to the wider cohort of children and young people, all those children and young people eligible to attend, and members of their households, will have access to testing if they display symptoms of coronavirus. This will enable them to get back into childcare or education, and their parents or carers to get back to work, if the test proves to be negative. To access testing parents will be able to use the 111 online coronavirus service if their child is 5 or over. Parents will be able to call 111 if their child is aged under 5. • Access to testing for teachers and other staff available to all essential workers. This includes anyone involved in education, childcare or social work – including both public and voluntary sector workers, as well as foster carers. See the full list of essential workers. Education settings as employers can book tests through an online digital portal. There is also an option for employees to book tests directly on the portal.	Ensure parents and staff have the information for testing on the website Follow guidance for contact of RBG and PHE in the event of a confirmed case of COVID-19	**Engage with the NHS Test and Trace process** Schools must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team. 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 • provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace • self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-	SLT/Office staff All staff All children and parents/ carers	2/9	Ongoing

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
			19) Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.			
PPE	• Check availability and supply of PPE. The majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including: • Children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way • if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be	Discussion with union representatives on union recommendations for appropriate PPE Plan a school level response for someone falling ill on site and ensure all protective measures are in in place and practiced (see section on Confirmed case of coronavirus in a setting) School will procure PPE resources Each staff member in class to have a bum bag with PPE in it (apron, gloves and mask). Googles with PPE/FA storage Store area/s for PPE clearly identified to staff • Medical room • SENCO room • Library • Nursery area	Reissue each staff member in class with a bum bag with PPE in it (apron, gloves and mask). Goggles with PPE/FA storage Face coverings are not worn in primary according to guidance unless for specific reasons: https://www.gov.uk/government/news/update-on-face-coverings-in-schools External visitors should wear face masks unless they are working direct with children or if they have valid medical reasons PPE – all visitors to the school are required to wear a face mask The above is applicable to **all** visitor that enter the school, including when accompanying a pupils' late arrival or early collection.	Office staff All visitors	2-3/9 23/9	3/9/20 23/9/20

	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
	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.					