



Advice provided by the Local Authority on preparing schools for reopening to all pupils in September 2020.

The purpose of this document is to offer practical advice and guidance for school settings returning in September to all students.

It is important that it is recognised that all schools will face different challenges dependent on a range of factors such as class sizes, classroom sizes, location and size of dining areas and drop off/pick up points. With that in mind there will absolutely be a requirement for schools to consider the appropriate controls and add further controls that are suitable for the school's individual factors.

This risk assessment is not exhaustive and is flexible and fluid.

It is recognised that the guidance below is not an absolute. Some situations that arise in various schools may need additional advice from the local authority, however this should help with the planning process and documentation of risk assessment.

We have cross referenced this document with the health and safety related comments from NEU.

The advice within this document is primarily taken from:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

The following 6 sections contain a drill down of the guidance where prevention is the aim. There are 6 distinct sections that Government guidance has given, and we have tried to break these down to help you with decision making. Many of these controls will already be in place in your setting. The biggest changes will be around social distancing and "Bubbles" The risk assessment document focuses on controls to minimise the spread of Covid-19.

<p><b>1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</b></p>	<p>Ensuring that pupils, staff and other adults do not come into the school if they have <a href="#">coronavirus (COVID-19) symptoms</a>, or have tested positive in the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19). All schools must follow this process and ensure all staff are aware of it.</p> <p>Communicate the message to staff, pupils and families that they must self-isolate at home and <b>not visit the setting if:</b></p> <ul style="list-style-type: none"> <li>• You have any symptoms of coronavirus (a high temperature, a new, continuous cough or a loss or change to your sense of smell or taste)</li> <li>• You're waiting for a coronavirus test result</li> </ul>
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- You've tested positive for coronavirus - (this means you have coronavirus)
- You live with someone who has symptoms, is waiting for a test result or has tested positive
- Someone in your support bubble has symptoms, is waiting for a test result or has tested positive
- If you're told by NHS Test and Trace that you've been in contact with a person with coronavirus

If you have symptoms of coronavirus, you'll usually need to self-isolate for at least 10 days.

If you live with someone who has symptoms, you'll usually need to self-isolate for 14 days.

If someone in your support bubble has symptoms, you'll usually need to self-isolate for 14 days.

Ref <https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/when-to-self-isolate-and-what-to-do/>

If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow '[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 7 days and should [arrange to have a test](#) to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms. If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.

If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.

PPE (disposable, gloves, apron and fluid resistant surgical mask, plus eye protection if a risk of splashing/respiratory droplet contamination to face) must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). 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.

As is usual practice, 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. If they require medical support or advice, they should contact NHS 111 who will respond to their concern accordingly.

	<p>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 &amp; 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 disinfectant after they have left to reduce the risk of passing the infection on to other people. See the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</p> <p>Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19)</p>
<p><b>2: Clean hands thoroughly more often than usual</b></p>	<p>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with liquid soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:</p> <ul style="list-style-type: none"> <li>whether the school has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly</li> <li>Liquid soaps rather than bar soaps should be used</li> <li>Hand sanitiser should at a minimum contain 60% alcohol</li> <li>supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative</li> <li>building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them</li> </ul>
<p><b>3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</b></p> <p>Maintaining frequent hand washing</p> <p>Provision of handwashing facilities in the workplace.</p>	<ul style="list-style-type: none"> <li>• the availability of liquid soap and hot water in every toilet (and in all classrooms with a sink)</li> <li>• the location of hand sanitiser stations, for example at the school entrance for pupils and any other person passing into the school to use, and their replenishment - located by main entrance and each main entrance to departments from the playground. Fixed ones in all open areas and one in every room.</li> <li>• the location of lidded bins (with foot pedal operation if possible) in classrooms and in other key locations around the site for the disposal of tissues and any other waste, their double bagging and emptying</li> </ul>

	<ul style="list-style-type: none"> <li>ensuring you have a good supply of disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom and enough to top up regularly</li> <li>Ensuring paper towels for hand drying are available or hand dryers are functioning correctly.</li> </ul>
<p><b>4: Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and</b></p>	<p>Points to consider and implement:</p> <p>By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the current advice on <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></p> <ul style="list-style-type: none"> <li>putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes: <ul style="list-style-type: none"> <li>more frequent cleaning of rooms / shared areas that are used by different groups</li> <li>frequently touched surfaces being cleaned more often than normal, such as bathrooms, grab-rails in corridors and stairwells and door handles</li> <li>A routine that includes cleaning with warm soapy water before disinfecting. Alternatively a combined detergent/disinfectant solution (eg Chlor clean) can be used.</li> </ul> </li> <li>different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet</li> </ul> <p>When cleaning an area where someone with suspected/confirmed Covid-19 has been present, wear disposable or washing-up gloves and aprons for cleaning. These should be double-bagged, stored securely for 72 hours, and then thrown away in the regular rubbish after cleaning is finished. If an area has been heavily contaminated, such as with visible bodily fluids, from a person with coronavirus (COVID-19), or a risk assessment of the setting indicates that a higher level of virus may be present (for example, a setting where unwell individuals have slept such as a boarding school dormitory) or there is visible contamination with body fluids, then the need for additional PPE to protect the cleaner's eyes, mouth and nose might be necessary. Wash hands regularly with soap and water for 20 seconds, also after removing gloves, aprons and other protection used while cleaning.</p> <p><a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a></p>
<p><b>5. Minimise contact between individuals and maintain social distancing wherever possible</b></p>	<p>Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and schools must consider how to implement this. Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</p>

The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:

- children's ability to distance
- the lay out of the school
- the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary)

It is likely that for younger children the emphasis will be on separating groups, and for older children it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible.

Points to consider and implement.

How to group children

Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. They have been used in schools in the summer term in recognition that children, and especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure. Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible.

However, the use of small groups restricts the normal operation of schools and presents both educational and logistical challenges, including the cleaning and use of shared spaces, such as playgrounds, boarding houses, dining halls, and toilets, and the provision of specialist teaching. This is the case in both primary and secondary schools, but is particularly difficult in secondary schools.

In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups. Both the approaches of separating groups and maintaining distance are not 'all-or-nothing' options, and will still bring benefits even if implemented partially. Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport, or for boarding pupils in one group residentially and another during the school day. Siblings may also be in different groups

<p><b>6. Where necessary, wear appropriate personal protective equipment (PPE)</b></p>	<p>The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:</p> <ul style="list-style-type: none"> <li>where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained</li> <li>where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used</li> </ul> <p>Read the guidance on <a href="#">safe working in education, childcare and children's social care</a> for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it</p> <p>UPDATE AUG 2020</p> <p>In primary schools where social distancing is not possible in areas outside of classrooms between members of staff or visitors, for example in staffrooms, headteachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances.</p> <p>Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings would have a negative impact on teaching and their use in the classroom should be avoided.</p> <p>Staff have been informed that if they feel personally reassured and more confident in returning by being allowed to wear a face covering in areas outside the classroom where there are more adults, where social distancing is harder etc.. they can do so. Erring on the side of caution would seem a sensible approach to take. If they choose to wear one they need to ensure they have read guidance on using and storing it safely.</p>
<p>Resources to consider.</p>	<ul style="list-style-type: none"> <li>posters (for example, to encourage consistency on hygiene and keeping to own group) <a href="https://ebug.eu/eng_home.aspx?cc=eng&amp;ss=1&amp;t=Information%20about%20the%20Coronavirus">https://ebug.eu/eng_home.aspx?cc=eng&amp;ss=1&amp;t=Information%20about%20the%20Coronavirus</a></li> <li>Liquid soap for sinks, and where there is no sink nearby, hand sanitiser (minimum 60% alcohol) in rooms/learning environments</li> <li>disposable paper towels</li> <li>cleaning products (standard products such as detergent and bleach, could consider combined detergent/disinfectant for ease of use)</li> </ul>

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|  | <ul style="list-style-type: none"><li>• lidded bins (with foot pedal operation) in all rooms</li><li>• tape for cordoning off areas and marking floor.</li></ul> |
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### **School Guidance for all staff:**

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

- 1) 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
- 2) cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands and wrists are covered
- 3) ensuring good respiratory hygiene - promote the 'catch it, bin it, kill it' approach
- 4) cleaning frequently touched surfaces often using standard products, such as detergents and bleach
- 5) minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)

### **Staff Principles**

1. Do **not** come to work if you have coronavirus symptoms or go home as soon as these develop (informing the HT) and access a test as soon as possible.
2. Clean your hands and wrists more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
3. Use the 'catch it, bin it, kill it' approach.
4. Avoid touching your mouth, nose and eyes.
5. Clean frequently touched surfaces often using standard products, such as detergents and bleach.
6. Think about ways to modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).
7. Consider avoiding calling pupils to the front of the class - ensure all facing the front in own seat.
8. Help your class to follow the school code of conduct and rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. including by updating your classrooms displays with posters.
9. Prevent your class from sharing equipment and resources (like stationary).
10. Keep your classroom door and windows open if possible, for air flow.
11. Limit the number of children from your class using the toilet at any one time (1).
12. Limit your contact with other staff members, and don't congregate in shared spaces, especially if they are small rooms.

13. Make sure you've read the staff handbook, updated behaviour policy and Safeguarding Policy and Home/school agreement and know what role in it you're being asked to take.



Risk assessment recording form M34

form must be added to your generic assessment library or site specific file.

Location or address GREENLEAS PRIMARY SCHOOL		Date 11.07.2020 FURTHER UPDATED 29.08.2020		Assessment Sharon Edwards HT Liaised with school staff, governors and H&S Compliance Officer	
Activity or situation : REOPENING SCHOOL TO ALL PUPILS SEPTEMBER 2020		Reviewed DAILY and when GUIDANCE UPDATED		Signature  S A Edwards	
(1) Hazard	(2) Who may be harmed and how	(3) What controls exist to reduce risk	Risk 1-25	(4) What action could you take to further reduce risk	
Lack of social distancing at drop-off and pick-up point	Transmission of COVID to staff, pupils, parents, contractors, and visitors	<p><b>The following social distancing measures to be implemented in line with government guidance.</b></p> <p>These will be communicated to parents and all staff prior to the start of the new term. Agreement to be adhered to via UPDATED Home/School Agreement. Timetable overview shared with all staff.</p> <p>Staff arrival - to go to classrooms/departments on arrival and maintain social distancing at all times. To avoid gathering with staff working in other Departments during the day in open areas, the kitchen etc...</p> <p>Children: All Departments to have a staggered drop off and pick up times to ensure parents and children can adhere to social distancing - only children allowed on the playground in the morning. One way</p>	3x5=15	<p>SLT to be informed of any concerns immediately. Concern logged and appropriate action taken.</p> <ul style="list-style-type: none"> <li>Frequent reminders to children, parents, carers or any visitors, such as suppliers, not to enter the school if they or any of their household are displaying any symptoms of coronavirus (following the <u>COVID-19: guidance for households with possible coronavirus infection</u>) SIGN UP TO REMIND. <p>Communicate the message to staff, pupils and families that they must self-isolate at home and <b>not visit the setting if:</b></p> <ul style="list-style-type: none"> <li>You have any symptoms of coronavirus (a high temperature, a new, continuous</li> </ul> </li></ul>	

system introduced on pathway into school. Signage and markers displayed to support social distancing and one way system. No parents allowed on the playground at drop off. Signs have been updated.

At pick up, teachers to line children up on playground. Parents to walk up the path, wait at the top and exit with child out of the double gates. Pathway cordoned off to ensure safe exit through gates.

HT available at the start of the day, a member of staff (social distancing) from the bubble/department to meet and greet on the playground during drop off /pick up to remind of social distancing. No parents on the playground.

Only one entrance gate onto the playground but all bubbles to use own classroom outside door or allocated door for entering and exiting the building. Member of staff to meet and greet at outside classroom door to ensure social distancing and good hygiene on entering room. No movement of bubbles within the school.

Car park to be closed off at 8:45am to support Y5/6 use back gate as an entrance. Car park will reopen at 9:15am (Review after first week).

Parents requested to stick to allocated times to support SD measures and not linger around at start/end of day.

Planned Times -

F2 9:00am (w/c 7.9.2020 9:30am)	3:20pm
KS1 8:55am	3:15pm
Y3/4 8:50am	3:10pm
Y5/6 8:50am (back gate)	3:05pm

Marked zone for school staff/parents to stand during pick up or drop off - children released 1 at a time by the class teacher.

cough or a loss or change to your sense of smell or taste)

- You're waiting for a coronavirus test result
- You've tested positive for coronavirus – (this means you have coronavirus)
- You live with someone who has symptoms, is waiting for a test result or has tested positive
- Someone in your support bubble has symptoms, is waiting for a test result or has tested positive
- If you're told by NHS Test and Trace that you've been in contact with a person with coronavirus

If you have symptoms of coronavirus, you'll usually need to self-isolate for at least 7 days.

If you live with someone who has symptoms, you'll usually need to self-isolate for 14 days.

If someone in your support bubble has symptoms, you'll usually need to self-isolate for 14 days.

On weekly letter to parents Initial one sent July 2020, reminder to be sent Aug/Sept 2020 and updated with any Gov changes).

- Children to be escorted to/from school by 1 parent only.
- 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
- Consider additional signage and sending information to assist parents understanding of procedures

There will need to be patience during this process and an understanding for the reasons why doing.

Staff communication through current channels on changes to procedures. Band Leaders to ensure all of team aware of procedures and adhere to them. Band Leaders share any issues arising promptly with SLT.

Only allow those with appointments to enter the building - use signage to communicate this to anyone new visiting the school. Sign on entrance path stating do not pass line/wait for assistance.

Children and parents will be encouraged to walk or cycle to school where possible.

If public transport is the only option, staff and parents should think carefully about the times, routes and ways they travel to stay safe. Staff and parents should be advised to use mandatory face coverings (not medical masks) if travelling by public transport and remove prior to entering school. Guidance on removal should be adhered to.

We have to accept that children of a young age may struggle to adhere to social distancing between themselves or adults. Children may come into school upset and find it hard to separate from parents. Parents will be expected to prepare the children for the changes in arrival and departure.

Communication on procedures/expectations and home/school agreement to be sent via ParentMail prior to September returning. Home-school Agreement and Expectations Letter to Parents sent out 27.08.2020 via Parentmail.

(Home/school agreement to be updated and signed in September 2020. Staff to agree too.).

- 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)
- engage parents and children in education resources such as e-bug and PHE schools resources on Friday letter
- ensure parents and young people are aware of recommendations on transport to and from school (including avoiding peak times). Read the Coronavirus (COVID-19): safer travel guidance for passengers
- Update staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times). See Return to school plan and weekly diary dates.

<p><b>Lack of social distancing/hygiene of children during classroom/outdoor time</b></p>	<p>Transmission of COVID to staff and pupils</p>	<p>Using the current Guidance as referenced at the top of this Risk assessment, Primary schools should consider keeping class groups together within their own "Bubble". Where ever possible as it is recognised that younger children cannot socially distance from staff and each other, it is recommended that the bubble should be a class size (all classes have 30 max) Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible.</p> <p>Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized 'bubbles' (to be used at break times/outdoor times but playground zoned so still in smaller bubbles). Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate.</p> <p><b>Refer to national guidance, which may change on this topic:</b>  <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a></p> <p>Environment:  Furniture has been placed to support social distancing and safe movement. Class Bubbles to accommodate up to 30 children.</p>	<p><b>3 x 5=15</b></p>	<p>Consider the following steps:</p> <ul style="list-style-type: none"> <li>• Continue to refresh risk assessment and other health and safety advice for children, young people and staff in light of any updated government advice, identifying protective measures (such as the things listed below). Also ensure that all health and safety compliance checks have been undertaken before opening in Sept. (H&amp;S Compliance Officer)</li> <li>• organise small class groups, as described in the 'class or group sizes' section above.</li> <li>• Staff to organise classrooms maintaining space between seats and desks where possible- staff to remove surplus equipment and ensure all surfaces are clear for through daily cleaning.</li> <li>• Bands/year groups to decide on weekly timetable/curriculum offer with a focus on wellbeing and basic skills. <ul style="list-style-type: none"> <li>○ decide which lessons or activities will be delivered and how</li> <li>○ decide which lessons or activities will be delivered</li> </ul> </li> </ul>
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Desks have been arranged so that all children are forward facing. New desks in KS1 to support this.

Each child/adult to use allocated table, chair and tray of resources to reduce children touching surfaces others have touched. Anti-bacterial wipes to wipe own space as and when needed. (Each room cleaning box of PPE)

Reduce tasks involving touching lots of varied shared equipment. Shared materials and surfaces should be cleaned and disinfected more frequently. Each classroom to have a bucket, Milton and laundry bag to clean shared resources after use/end of day.

Locate desks to keep as much distance as possible (not possible to achieve the 2m with 30 children), no face to face sitting. Surplus furniture not in use has been removed and stored. All surface areas to remain clear for cleaning.

Ideally, adults should maintain 2 metre distance from each other (including within the staff areas), and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Face coverings can be used by staff in staff areas, corridors etc...

Outdoor environment:

When lining up children will remain spaced at suitable intervals which will be monitored by staff. Markers are placed by external doors showing 2m social distancing.

All bubbles must adhere to outdoor timetable and allocated zones for physical activity/outdoor learning. Each bubble timetable different zones throughout the day.

- 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 break times (including lunch), so that all children are not moving around the school at the same time
- stagger drop-off and collection times
  
- in addition
  - consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously. Each group to have access to equipment at break/lunch and washed after use in prep for another group- cleaning materials available outside for after use.
  
- minimise the number of resources to make sure they can be wiped clean. Wherever possible, resources which are not easily washable or wipeable should be removed.

Ventilation:

Classroom doors and windows to be opened at the start of each day, for air flow. In enclosed rooms ensure all doors are wedged open (library/Arden)

All internal and external doors to be wedged open so no contact needed. Doors only closed if fire alarm is activated and at the end of the school day.

Hygiene

On entry to school - anti bac gel to be used. On the outside wall to key entry points to the building anti bac dispensers have been installed. Also available in each open area and classroom.

Staff and pupils will also have access to hand washing facilities in each class and will be encouraged to wash their hands prior to every movement from their class. Only rooms no sink for handwashing Arden/Wren Class- use toilets and increased anti bac

Signs have been posted around the school building and at entrance points to encourage good hand hygiene practice.

Staff will 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 in class, 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
- consider how to encourage young children to learn and practise these habits through games, songs and repetition

- ADHERE TO OUTDOOR TIMETABLE AND ZONES TO ENSURE SAFE SOCIAL DISTANCING within departments - outside bubble will be in departments in 3 zones.

Handwashing must be supervised by an adult. Facilities in classrooms with sink. Only 1 child at sink at any one time. Use of sinks in toilets for other bubbles. Additional anti bac gel and gloves in these rooms/areas.

Where possible, utilise sinks within classrooms to limit risk of contact with other children. Any movement in school only with an adult (SD)

#### Clothing

Children should wear uniform every day and a plain tracksuit/PEkit on PE days and should, wherever possible, refrain from bringing a coat to school to minimise the spread of infection to/from homes. They should change from this on return to their homes each night, including footwear. Cloakrooms to be used for coats only- no bags in school to minimise items in areas. Cloakrooms must be monitored when/if used.

Staff should take appropriate precautions to keep themselves safe. They should wash clothing and shower when they return home each night. Unnecessary jewellery should not be worn, especially rings/ bracelets.

PPE boxes available in every classroom/area. Additional PPE grab bag from the LA hub. Gloves should be worn as necessary and especially if the skin on hands is broken and aprons should be worn when changing children or administering first aid.

#### Code of Conduct

Social distancing charter created for and with the children. Daily reminder at the start of every day and more frequently during first few weeks of return (Include instructions how to line up, physical contact use of toilet, moving around the classroom etc)

Charter re-visited and modelled many times a day and linked to school behaviour system - lots of praise for adherence and sanctions for non-compliance. Updated Behaviour Policy in line with Guidance. Tie in with updated Home/school Agreement

Resources:

Reduce tasks involving touching lots of varied shared equipment such as crafts. Each child has own tray with set of equipment - stationary (pencils, coloured pencils, sharpener, pen (Y6), scissors, glue, whiteboard and pen and exercise books. Encourage individual/ paired learning. Children to remain in own seat when in classroom.

Any shared materials and surfaces should be cleaned and disinfected after each use, including outdoor equipment. Cleaning resources available in each classroom.

Consider placing coats on back of chairs to reduce risk of close contact or staggered times in cloak room. If warm weather discourage coat. Lunch boxes to be kept at own desk. Assess cloakroom areas when all return to review procedures.

Assemblies/circle time to take place only with children within a 'bubble' by the allocated staff team.

Teacher/TA are assigned to a Phase bubble and stay with these children throughout the day. No movement between any bubbles in one day. Outdoor during playtime/ lunch staff to social distance when on duty. Timetable provided. First Aid in outdoor classroom.

Staff should make sure they wash their hands and surfaces, before and after handling pupils' books/resources Any wipes

		<p>used should be disposed of in the class bin and they will then be disposed of by the cleaning staff in the external bins</p> <p>Update marking Policy in light of situation **</p>		
Toileting	Transmission of COVID to staff and pupils	<p>Ask class regularly if they need to toilet to ensure they are not all going at break times. Adult supervision at all times. Allocated toilets identified on school plan.</p> <p>Where a child wets or soils themselves the soiled clothing should be removed where possible by the child but with adult support as necessary. This clothing should be sealed in a plastic bag and should be given to the parent on collection. Staff should ensure they wear gloves, visors and aprons when changing a .PPE should be removed when the child is sent back to class and should be disposed of in a bin bag. Both the child and member of staff should wash their hands thoroughly after cleaning a soiled child and should gel and spray the area with disinfectant and anti-viral spray before alerting</p> <p>Check children wash hands after visiting the toilet. Ensure the children know to wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly. Signs up</p> <p>Throughout the day additional cleaning taking place by caretaker/cleaner - taps, flushes, toilet seat etc.. Sign on door confirming times cleaned/checked.</p> <p>Ensure that help is available for children and young people who have trouble cleaning their hands independently- personal risk assessment if needed.</p> <p>Use floor markers to show children the distance outside toilet entrance. External doors into toilets in Y3/4 and Y5/6 wedged open at start of day.</p>	<p>2 x 5=</p> <p>10</p>	<ul style="list-style-type: none"> <li>Is hand sanitiser, soap and other welfare provisions available? Checked frequently throughout the day by caretaker. Following checklist. Additional cleaning hours to support this from sept</li> <li>Are regular checks completed to ensure supplies do not run low? Caretaker overseeing stock availability. Overview created to monitor usage and supplies.</li> </ul>

		<p>Departments to be assigned allocated toilets. Staff should access the staff toilet that has been allocated to their department bubble to reduce the number of staff accessing each toilet.</p> <p>Toilet windows to be opened and closed at the end of the day to increase ventilation.</p> <p>Office staff to be assigned to a Bubble.</p>		
<b>Lack of social distancing during lunch time and lunch time provisions.</b>	Transmission of COVID to Staff and pupils	<p>Timetable created for lunchtime- indoors and out. This must be adhered to by all class bubbles. This will be reviewed as lunch menu changes during the term. Lunchtime will be 30mins indoor eating and 30 minutes outdoors.</p> <p>Each bubble to eat lunch in own classroom - packed lunch or grab bag from school. ParentMail used to book meal and list provided for the kitchen in advance so that numbers accurate when distributed and reduce queue/serving times. Menu limited - hot/cold grab bag.</p> <p>Stagger lunch times to reduce number of children in/out at any one time. See timetable</p> <p>Ensure children wash their hands before eating- in classroom sinks where available. 1 at a time.</p> <p>Ask students to toilet where possible before they have lunch/go out to play to ease toileting pressures at peak times for middays.</p> <p>All children to provide their own water bottle- filled before arrival and taken home at the end of day to be cleaned. Water foundations not in use due to virus transmission</p>	2x5=10	
<b>Lack of social distancing during break times</b>	Transmission of virus to staff and pupils	Each class bubble allocated a zone for break/outdoor activity	2 x5 = 10	

		<p>Trim trail to be cleaned after a class bubble has used. Equipment available outside for this. Shed contains cleaning resources.</p> <p>Reinforce the need for social distancing behaviour with children within each class bubble. Adult supervision (from a safe distance!) at all times</p> <p>Encourage games that can be done whilst adhering to social distancing such as eye spy, word games, memory games etc.</p> <p>Shared resources to be kept within each zone and cleaned after use for next bubble. No mixing unless cleaned.</p> <p>Staff supervision throughout - actively encouraging and insisting on social distancing.</p> <p>STAFF TO ADHERE TO TIMETABLE FOR OUTDOORS. And ensure movement in/out building is carefully managed to prevent bubbles meeting. Adult to lead group at all times and encourage social distancing games/activities.</p>		
<p><b>Lack of safe distancing in staff areas.</b></p>	<p>Staff and pupils</p>	<p>Reinforce expectations of social distancing behaviour amongst staff. Staff fully understand risk assessments, return to school plan, teams and home /school agreement.</p> <p>All staff to be good role model (to other staff and children) on safe working, hygiene, social distancing and coughs/colds etc.</p> <p>Limit numbers in staff rooms - only 1 person at a time in kitchen area. Markers to ensure social distancing. Use of anti bac on entering and leaving. No more than 4 adults in staff room at any one time, No lunches to be eaten in staff room -facilities set up for staff in hall. Each department bubble to have own table.</p>	<p>1 x 4= 4</p>	<p>Fabric chairs removed from all classrooms and not in use in the staff room. Cleaned for September and to be kept in room bubble (classrooms)</p> <p>Staff to stagger their own breaks/lunch times and risk assess the number of adults prior to moving into an area. Timetable to be followed.</p>

		<p>Social distancing and not mixing with adults from another bubble. Courtyard off hall to also be used as a break out area. STAGGERED BREAKS/LUNCHESES TO SUPPORT THIS</p> <p>Minimal personal belongings to be in school. To be kept in area working in. Staff responsible for own mug etc and clean and take home daily. No dirty cups/plates etc... to be left in the kitchen area.</p> <p>Spread out seating to ensure social distancing is maintained. Sit at allocated bubble table only. Clean own space after use. Reassess weekly.</p> <p>Encourage staff to take fresh air at break times where possible.- courtyard to be used by staff. Staff to be encouraged to use external doors and walk around the building to the hall rather than corridors/internally.</p> <p>Provision of hand washing supplies such as hand wash, sanitiser etc is available and regularly monitored to ensure supplies are always available. Cleaning box for cleaning of own areas used.</p>		
<p>Inadequate cleaning of areas following displays of suspected COVID symptoms</p>	<p>Transmission of COVID to staff and pupils</p>	<p>Full guidance can be found here:  <a href="https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19">https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19</a></p> <p>If a child/adult becomes unwell and is awaiting collection, they should be moved, if possible and if appropriate, to a room where they can be isolated behind a closed door. (DHT/AHT Office)  Staff to be mindful of individual children's needs - for example it would not be appropriate for younger children to be alone without adult supervision- prop door open. If it is not possible to isolate them, move them to an area which is at least 2</p>	<p>3x5=15</p>	<ul style="list-style-type: none"> <li>• Is hand sanitiser, soap and other welfare provisions available?</li> <li>• Are regular checks completed to ensure supplies do not run low? Weekly overview provided by the caretaker</li> </ul>

		<p>metres away from other people. Unwell staff to go home immediately.</p> <p>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. (Accessible Toilet)</p> <p>In most cases, closure of the educational setting will not be needed but this will be a local decision with Public Health England based on various factors such as establishment size and risk of further spread.</p> <p>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- Caretaker, Office staff and H&amp;S Compliance Officer to work on this</p> <p>Discuss staff the additional cleaning requirements and agree additional hours to allow for this. Changes to working times has been agreed so one member of cleaning team on site all the time.</p>		
<p>Unsafe disposal of PPE and face coverings</p>		<p>Used PPE and any disposable face coverings that staff, children, young people or other learners arrive wearing should be placed in a refuse bag and can be disposed of as normal domestic waste unless the wearer has symptoms of coronavirus (COVID-19), in line with the <u>guidance on cleaning for non-healthcare settings</u>.</p> <p>Any homemade non-disposable face coverings that staff or children, young people or other learners are wearing when they arrive at their setting must be removed by the wearer and put in a plastic bag that the wearer has brought with them in order to take it home. The wearer must then clean their hands.</p> <p>To dispose of waste from people with symptoms of coronavirus (COVID-19), such as disposable cleaning cloths, tissues and PPE:</p>	<p>2x 4=8</p>	

		<ul style="list-style-type: none"> <li>• put it in a plastic rubbish bag and tie it when full</li> <li>• place the plastic bag in a second bin bag and tie it</li> <li>• put it in a suitable and secure place marked for storage for 72 hours</li> </ul> <p>This waste should be stored safely and securely kept away from children. You should not put your waste in communal waste areas until the waste has been stored for at least 72 hours.</p> <p>Storing for 72 hours saves unnecessary waste movements and minimises the risk to waste operatives. This waste does not require a dedicated clinical waste collection in the above circumstances.</p> <p><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#does-coronavirus-covid-19-mean-that-ppe-is-needed-for-administering-first-aid">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#does-coronavirus-covid-19-mean-that-ppe-is-needed-for-administering-first-aid</a></p>		
Inadequate cleaning of premises (general)	Transmission of COVID to staff and pupils	<p>Use cleaning products that offer disinfecting qualities and are available through suppliers. Advice from H&amp;S Compliance Officer on best products.</p> <p>A combined detergent/disinfectant (chlor clean) can be used. Advice from H&amp;S officer to cleaners on usage.</p> <p>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.</p> <p>Discuss with cleaning staff, the additional cleaning requirements- change to/ additional hours to allow for cleaning</p>	3 x 5=15	Training from Alliance H&S Compliance Officer and using Edsential cleaning video. Regular checks completed

		<p>agreed. Updated hours for September 2020 to ensure cleaning available all day.</p> <p>Cleaning team to follow enhanced cleaning schedule Daily, weekly, monthly checklist provided for team to follow.</p> <p>PPE available for all cleaning staff appropriate to task</p> <p>Staff to ensure all surfaces in areas they have worked are clear before leaving an area, including when using staff facilities e.g in kitchen, hall etc..</p> <p>Classroom cleaning boxes are kept well-resourced to support additional, ongoing cleaning throughout the day. Cleaner to check each box at the start of the day. Staff must not remove from box and take to other areas of the building.</p> <p><b><u>By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the current advice on <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></u></b></p>		
<p><b>Increased fire risk due to doors being propped open to increase air circulation and reduce touching of doors</b></p>	<p>staff and pupils</p>	<p>School fire risk assessment reviewed to reflect any changes that have been made. (Caretaker, H&amp;S Compliance and HT)</p> <p>Before additional pupils are re-introduced, make sure that fire log book is up to date and all checks have been made, including the fire marshal inspection checklist. Checked 28.5.2020</p> <p>Where wedges are to be used, there must be a robust procedure within each team to ensure that these are all removed in the event of the fire alarm sounding and at the end of every day.</p>	<p>2 x 5= 10</p>	<p>Plan in fire drills, to test procedures at each Phase.</p>

<p><b>Changes to emergency fire procedures - uncertainty of staff and pupils due to working at different locations to normal and changes in evacuation routes.</b></p>		<p>Initially all groups have own fire exit door out of classroom - these to be used at all times.</p> <p>Communicate with staff any changes to emergency procedures that have been made and make sure that they have understood them. It is not a requirement to maintain 2 metres social distancing in the event of an emergency or unplanned sounding of the fire alarm, however it should be maintained at the muster point, if possible. Staff working in bubbles to discuss evacuation with children regularly.</p> <p>Remind all staff of their responsibility not to increase the risk of fire in the workplace: by keeping combustible materials to the minimal, turning off electrical equipment when not in use and at the end of the day.</p> <p>Gov.uk has provided relevant guidance to the query of wedging open fire doors at the following link:  <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#how-to-implement-protective-measures-in-an-education-setting-before-wider-opening-from-1-june">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#how-to-implement-protective-measures-in-an-education-setting-before-wider-opening-from-1-june</a>. The guidance states prop doors open only if they are not fire doors, and where it is safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.</p>		
<p><b>Unsafe crossing of roads near school</b></p>	<p>Staff and pupils</p>	<p>Ensure road escort (if available) has no physical contact with children - escort assesses the risks themselves.</p> <p>All children to be accompanied to school by only 1 parent. Parents reminded to socially distance on the way to and from school and</p>	<p>1 x5=5</p>	<ul style="list-style-type: none"> <li>If additional support is required from road traffic division contact David Rees at <a href="mailto:roadsafety@wirral.gov.uk">roadsafety@wirral.gov.uk</a></li> </ul>



<p><b>Risk of transmission through first aid procedures</b></p>	<p>Staff and pupils</p>	<p>Children, young people or learners who require first aid should continue to receive care in the same way. No additional PPE is needed because of coronavirus (COVID-19) for anyone who does not have coronavirus (COVID-19) symptoms</p> <p><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#does-coronavirus-covid-19-mean-that-ppe-is-needed-for-administering-first-aid">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#does-coronavirus-covid-19-mean-that-ppe-is-needed-for-administering-first-aid</a></p> <p><b>After delivering any first aid</b></p> <ul style="list-style-type: none"> <li>• Ensure you safely discard disposable items and clean reusable ones thoroughly</li> <li>• Wash your hands thoroughly with soap and water or an alcohol-based hand sanitiser as soon as possible</li> <li>• Log on Medical Tracker</li> </ul> <p>PPE equipment available for FA.</p>	<p>1 x 5 =5</p>	<p> 29.4.20First aid flow chart Final.docx</p>
<p><b>Dispensing medicines to children.</b></p>	<p>Staff and pupils</p>	<p>Trained FA from a Department Bubble to collect medication from office at allocated time. <b>MEDICATION ADMINISTERED TO BE LOGGED ON MEDICAL TRACKER.</b> Class information/medical notes to be updated by Admin Assistant for the start of the term</p>	<p>1x 5 =5</p>	<p>Explore Paediatric training for more staff.</p>

		<p>Consider planning to train more staff in medicine administration/First Aid to cover for any absence of trained staff. REVIEW TRAINING OPPORTUNITIES IN SEPT</p>		
<p><b>Inadequate assessment of transmission risk between SEND pupils and staff.</b></p>	<p>Staff and pupils</p>	<p>Individual assessment needs have been made for pupils who have known behaviours that would pose risk, such as refusing to social distance, hygiene etc.. Advice sought from LA Behaviour team for specific children- risk assessment shared with staff, child and parent.</p> <p>Refer to Local Infection Control Guidance for PPE requirements</p> <p> Final VERSION 7 INFECTION CONTROL</p> <p>Young children and children with special educational needs may not be able to understand the need for social distancing and may also seek close interaction with their peers or adults to provide reassurance at a period of disruption to their routines.</p> <p>As far as possible, small groups of children should be supported by consistent staffing, and groups should remain as consistent as possible throughout the outbreak.</p> <p><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#does-coronavirus-covid-19-mean-that-ppe-is-needed-for-administering-first-aid">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#does-coronavirus-covid-19-mean-that-ppe-is-needed-for-administering-first-aid</a></p>	<p><b>On individual RAs</b></p>	<p>Cleaning of any special equipment needed for SEND pupils also needs to be included in the cleaning regime.</p>

		<p>If non-symptomatic children present behaviours which may increase the risk of droplet transmission (such as biting, licking, kissing or spitting) or require care that cannot be provided without close hands-on contact, they should continue to receive care in the same way, including any existing routine use of PPE.</p> <p>In these circumstances, to reduce the risk of coronavirus (COVID-19) transmission, no additional PPE is necessary as these are non-symptomatic children in a non-healthcare setting and so the risk of viral transmission is very low. However, additional space and frequent cleaning of surfaces, objects and toys will be required. Cleaning arrangements should be increased in all settings, with a specific focus on surfaces which are touched a lot.</p> <p><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#how-should-i-care-for-children-who-regularly-spit-or-require-physical-contact">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#how-should-i-care-for-children-who-regularly-spit-or-require-physical-contact</a></p> <p>The Whole School SEND consortium will be delivering some training and how-tos for mainstream school teachers (including free insets and webinars) on supporting pupils with SEND to return to their mainstream school after the long absence, and on transition to other settings. <b>Details of future training sessions are held on the <u>events page</u> of the SEND Gateway.</b></p>		
<b>Stress and mental health issues for staff</b>	Staff and pupils	<p>School stress work assessment updated to remind all staff of support available. Shared at start of term.</p> <p>Department well-being meetings to be held frequently. Staff are encouraged to speak on an individual basis to SLT if fears are not alleviated. . Make time for all staff to talk to senior leaders about their personal situation:</p>	<b>3 x 3 = 9</b>	Support should be available for staff from Occupational Health supplier - OH SLA then staff can contact the EAP. Staff have details - also available in staff room.

		<ul style="list-style-type: none"> <li>• Thoughts on returning, fears, concerns about returning,</li> <li>• what will be easy to accomplish, what will be hard,</li> <li>• fatigue (Staff have continued to work),</li> <li>• changes in circumstance, retirement, pregnancy, bereavement.</li> <li>• additional worries about members of their family and friends.</li> <li>• Remind them of any internal support plan/system that is in place</li> </ul> <p>Promotion of well-being Wednesday. Explore ways of developing this further.</p> <p>All staff given the opportunity to contribute to plans, risk assessments, hazard identification and control measures. These to be reviewed regularly.</p> <p>HT on site every day for staff to share concerns with-encourage to speak to at the end of every day (from a distance!)</p>		
<p><b>Stress and Mental health issues for children.</b></p>		<p>Children with own class teacher and knowns TA and teachers from their department, wherever possible.</p> <p>TAs interventions to support small numbers of children with their emotional wellbeing, if needed</p> <p>Reduced time in school to ensure transition is successful from home to school for most vulnerable children. Provide personalised programme for most vulnerable children</p> <p>PSHE curriculum to be ongoing - refer to Return to school plan. Use Zumos as a positive well-being resource</p> <p>Comfort given from a distance - at adult height and hand gel used after if needed</p>	<p>4 x3 =12</p>	

<p><b>Inadequate building management and routine inspections.</b></p>	<p>Staff and pupils</p>	<p>Routine or annual checks should be carried out in their usual time frames. Appropriate staff aware of these. Overview for summer holidays created.</p> <p>Social distancing and hand hygiene should be observed by all contactors. Advice from alliance H&amp;S Compliance Officer</p> <p><b>outlets (taps and water fountains)</b></p> <ul style="list-style-type: none"> <li>▪ Increase frequency of outlet flushing and temperature monitoring to maintain water quality within the entire system. If required, consider additional water quality testing at water outlets (closest and further from the main water source) and drinking water outlets that remain in use.</li> <li>▪ Water coolers to be isolated and taken out of use as pupils may congregate at these to fill water bottles.</li> </ul> <p><b>Domestic hot water services - including calorifiers/direct fired water heaters/ sinks/ basins/ showers</b></p> <ul style="list-style-type: none"> <li>▪ Hot water generation servicing to continue in line with manufacturers' criteria.</li> <li>▪ Water temperatures must be kept within limits recommended for the control of legionella bacteria in water systems.</li> <li>▪ Regularly check hot water generation for functionality and if required, temperature recording</li> <li>▪ If the hot water system has been left operational the hot water should be circulating as normal and regular checks, in line with guidance, should be carried out.</li> </ul> <p><b>Gas safety</b></p> <ul style="list-style-type: none"> <li>▪ Do not isolate gas supplies to boilers and hot water generation</li> <li>▪ To avoid the risk of leaks and dangerous build-up of gases, isolate gas supplies where not in use, e.g. science labs and prep rooms, design and food technology classrooms, and school kitchens. Otherwise, gas services should remain in normal operation.</li> </ul>	<p>1 x 5=5</p>	<p>Adhere to DfE/Gov Guidance</p> <ul style="list-style-type: none"> <li>▪ During partial or full closure, educational settings continue to be responsible for a range of health and safety measures and statutory compliance. See DfE Good Estate Management for Schools Health and Safety page - <a href="https://www.gov.uk/guidance/good-estate-management-for-schools/health-and-safety">https://www.gov.uk/guidance/good-estate-management-for-schools/health-and-safety</a></li> </ul> <p>For reference, use the Approved Code of Practice &amp; HSG 274 for hot water.</p>
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<b>Restraining students.</b>	Staff and pupils.	<p>For students that have individual risk assessments, and it is identified that restraint maybe required PPE should be used by staff. Adhere to policy. July 2020- no children of increased risk returning- review Sept 2020</p> <p>Considering the potential risks to staff and other children it may be drawn as a decision by the school that some students identified as requiring restraint do not return at this time if the PPE requirements are not deemed as reasonable for staff.</p>	<b>1 x5=5</b>	<p>See further advice from LA inclusion team</p> <p>Complete COVID 19 Pupil reintegration information and forward to LA team</p>

		<p>Where possible limit the number of students to teacher ratios to minimise disruption to other students. Aiming for 1-1 for most vulnerable (PFA/EHCP).</p> <p>Consider bubble sizes and if they can be reduced for those bubbles containing a child that may require restraint.</p> <p>Individual assessment have been made for pupils who have known behaviours that would pose risk. Provision of PPE will be considered on a case by case basis.</p> <p>Refer to Local Infection Control Guidance for PPE requirements.</p> <p>When teaching a child with special educational needs, it may be challenging to maintain social distancing. In these cases, PHE recommend that where staff are working within 2m of anyone else (pupil or staff), single use of disposable gloves and a disposable plastic apron are required; if there is an additional splash risk (e.g. a spitting child), sessional use of both a FRSM Fluid resistant face mask and eye protection or a face shield would be indicated by risk assessment. Symptomatic children and staff should be following the 'stay at home' guidance</p>		
<b>Vulnerable groups</b>	Staff and students.	Staff and pupils who are identified as clinically extremely vulnerable may be at high risk of serious illness if they catch coronavirus (COVID-19). They are strongly advised to stay at home as much as possible and keep interactions outside to a minimum. The government is currently advising people to shield until 31 July and is regularly monitoring this position. A clinical discussion with paediatric specialist or GP will be needed before any child or young person is removed from the shielded patient list. Health services will be in touch with children and their	<b>2 x 5=10</b>	The attached Q&A From HR may assist in supporting schools with those returning to work from Vulnerable groups. This document is dated 3 <sup>rd</sup> July 20202 and updates will be published regularly. To ensure you are using the

families over the summer, ahead of the new school term, to discuss what the new evidence means for them personally in the longer term. Individual risk assessments produced.

<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>

Any employee within the shielding or vulnerable categories should follow the guidance

<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>

For staff members or pupils who may be vulnerable to covid for other reasons, eg people from the BAME community, Individual risk assessments should be used. This assessment attached can be used to support or schools can use their own individual assessment if preferred so long as the controls required are considered and implemented so far as is reasonably practicable.



Covid 19 staff risk assessment tool 0207

If the staff member can work for home this should be considered to minimise risk where practical. Working in a school

most up to date Q&A These will be sent out via Sam Jenkins at each update.



HR related FAQs 3 July 2020 (1).docx

		<p>setting means that it is not practical so the following considerations will be made and evident on risk assessment.</p> <p>Strict social distancing should be observed</p> <p>Consider amending job role to enable the employee to maintain social distancing more easily</p> <p>Consider access to rest areas, toilets etc. to minimise contact with others where possible</p> <p>Consider if the role can be done at different times when there are less or no children on the premises.</p> <p>Consider the working location. Can the employee be placed in a different office or area that is allocated just to them?</p> <p>Ensure cleaning and sanitation plans are in place to ensure shared areas are kept clean.</p>		
<p>Visitors to schools such as speech and language therapy, SW, EP etc..</p>	<p>Visitors staff and students.</p>	<p>Social distancing and hand hygiene should be observed by all visitors.</p> <p>Office staff to ensure all visitors sign in and are encouraged to wash or sanitise hands upon entering the building. Consider reciting all covid-19 safety measures such as hand hygiene and social distancing to the visitor as soon as they arrive at the premises.</p> <p>Wherever possible, visitors by appointment only.</p> <p>Admin assistant to be aware of diary and expected visitors. Monitor arrival at sign outside.</p>	<p>2 x 5 =10</p>	

		<p>Consider asking the visitor to call the school on arrival and asking the visitor if they have any of the symptoms related to Covid-19. If so they should not be permitted into the school.</p> <p>If the school has a control for face coverings to be worn this should be communicated to the visitor prior to the visit. See above for procedures on face coverings.</p> <p>Ask visitors to bring only resources that are absolutely necessary for the purposes of the visit.</p> <p>Consider the environment used for these services - ensure social distancing be adhered to in line with current guidance - plan/book room in advance. Weekly diary dates to identify this.</p> <p>Where group sessions are requested bubbles should not be broken and only children from the same bubble should attend sessions if at all possible.</p> <p>Provision of hand washing supplies such as hand wash, sanitiser etc is available and regularly monitored to ensure supplies are always available.</p>		
Contingency planning for outbreaks		<p><b><u>Familiarise yourself with public health guidance on what to do if a member of staff or pupil informs you that they have tested positive (or the test is inconclusive).</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Confirm that the individual must isolate for 7 days from symptom onset. After that, they can return to school if they feel better and as long as they have not had a fever without medication for 48 hours.</b></li> <li>2. <b><u>If the individual (pupil or teacher) has been in attendance at the school in the period of 48 hours prior to symptom onset, the rest of their class ONLY should be sent home and advised to self-isolate for 14 days (and to book a</u></b></li> </ol>	2 x5 =10	

test immediately if they develop symptoms). Household members of the wider class do not need to self-isolate unless the pupil/staff member they live with develops symptoms.

3. Individuals testing positive will be contacted by the NHS Test and Trace team who will identify and communicate with any other contacts who need to take action.
4. After confirmation of a positive test, the school should arrange for cleaning of the setting as per guidance for cleaning non-healthcare settings

If more than ONE person tests positive, a suspected outbreak should be reported through the Wirral Outbreak Hub, who will advise you on the most appropriate action to take. This will very rarely involve closure of an entire school.

For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). (see section on remote education support)

DFE will provide more information on this in due course.

More information can be found at section 5, planning for outbreaks within the guidance here:  
<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>



ACTIONS TO TAKE  
FOR SCHOOLS updat

**Legionella Risk**

Employers have a duty to protect people by identifying and controlling risks associated with legionella.

If your building was closed or has reduced occupancy during the coronavirus (COVID-19) outbreak, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease. DURING THE SUMMER HOLIDAYS

You should review your risk assessment and manage the legionella risks when you:

- reinstate a water system or start using it again
- restart some types of air conditioning units

**See guidance below:**

**<https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm>**

See GM?

Risk Rating	Action Required
17 - 25	<b>Unacceptable</b> - stop activity and make immediate improvements
10 - 16	<b>Tolerable</b> - but look to improve within specified timescale
5 - 9	<b>Adequate</b> - but look to improve at review



1 - 4	Acceptable - no further action but ensure controls are maintained
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**Likelihood:**  
 5 - Very likely  
 4 - Likely  
 3 - Fairly likely  
 2 - Unlikely  
 1 - Very unlikely

**Consequence:**  
 5 - Catastrophic  
 4 - Major  
 3 - Moderate  
 2 - Minor  
 1 - Insignificant

- (1) List hazards **something with the potential to cause harm** here
- (2) List groups of people who are especially at risk from the significant hazards which you have identified
- (3) List existing controls here or note where the information may be found. Then try to quantify the level of risk **the likelihood of harm arising** that remains when the existing controls are in place based on the number of persons affected, how often they are exposed to the hazard and the severity of any consequence. Use this column to list the controls that you might take and develop all or some of that list into a workable action plan. Have regard for the level of risk, the cost of any action and the benefit you expect to gain. Agree the action plan with your team leader and make a note of it overleaf. If it is agreed that no further action is to be taken this too should be noted.

CONTACTS	Link/Lead for schools
Risk Assessment/Health and Safety	Lorraine Adamson ( <a href="mailto:Lorraineadamson@wirral.gov.uk">Lorraineadamson@wirral.gov.uk</a> )
PPE	Anna Jones ( <a href="mailto:annajones@wirral.gov.uk">annajones@wirral.gov.uk</a> )

<b>Workforce implications</b>	Sue Blevins ( <a href="mailto:sueblevins@wirral.gov.uk">sueblevins@wirral.gov.uk</a> )
<b>Public Health/Infection Control considerations and guidance</b>	Jane Harvey ( <a href="mailto:janeharvey@wirral.gov.uk">janeharvey@wirral.gov.uk</a> )
<b>Asset Management considerations (buildings)</b>	Mike Woosey ( <a href="mailto:Mikewoosey@wirral.gov.uk">Mikewoosey@wirral.gov.uk</a> )
<b>Road Safety</b>	<a href="mailto:roadsafety@wirral.gov.uk">roadsafety@wirral.gov.uk</a>
<b>Communications Plan (workforce/Public)</b>	Sam Jenkins ( <a href="mailto:samjenkins@wirral.gov.uk">samjenkins@wirral.gov.uk</a> )
<b>Emotional support for pupils</b>	Health and schools Team