

COVID 19 Risk Assessment September 2020 updated 13/11/20

ASSESS

Decide appropriate control measures for managers and employees to implement under a 'Plan', 'Do', 'Review' cycle.

*The preventative measures in this risk assessment are not mandatory but are provided as guidance on reducing the risk of transmission. Each school/setting must consider their own situation and adapt the assessment by editing the measures where appropriate

Who may be at risk: Employees, pupils and young people, families (parents, carers and siblings), visitors, contractors, members of public.
Vulnerable groups – this risk assessment considers vulnerable groups which the NHS lists as 'people at high risk (clinically extremely vulnerable)'; and 'people at moderate risk (clinically vulnerable)'. . Some people with particular characteristics may be at comparatively increased risk from COVID-19 (due to age, deprivation, ethnicity, etc.). An individual risk assessment may be appropriate for those who are very anxious about returning to their workplace.

PLAN		DO			REVIEW
Prepare Building, timetables and lessons, policies and procedures	Prepare Employees and Parents and pupils	Control Access	Minimise contacts and Social Distancing	Infection Control Measures	Communicate and Review Arrangements
Buildings Ensure that all health and safety compliance checks have been undertaken before opening (e.g. fire alarm, emergency lighting, water hygiene lifts, etc.).	Employees Involve employees in plans to return to school and listen to any suggestions on preventative measures that can be taken	Access Entry points to school controlled (including deliveries).	Bubbles Small, consistent groups of pupils split into bubbles. Class groups will be kept together in separate 'bubbles' throughout the day and do not mix with other groups	Minimise contact with individuals who are unwell: Refer to PHE guidance and Action Cards for School Managers	Consultation with employees and trades union Safety Reps on risk assessments
<i>Fire servicing has continued as normal and emergency lighting has</i>	<i>Staff consulted through emails, virtual staff meeting and face-to-</i>	<i>Each group has a separate entry point.</i>	<i>Children to remain in class bubbles.</i>	<i>Displayed in isolation room , school office and staff rooms</i>	<i>The is no staff union rep. However the headteacher has</i>

<i>been tested with one light replaced. Legionnaire testing has continued a normal.</i>	<i>face sessions with staff in school. Staff involved in classroom layouts and in planning the structure of the day. Risk assessment available on Teams for staff to contribute</i>	<i>Deliveries via front entrance only</i>	<i>Year 1 pupils who are split across two classes to have outside playtime together</i>		<i>offered to engage with all unions</i>
Reviewing emergency and evacuation procedures (e.g. fire wardens, escape routes, roll-call, assembly areas, etc.).	Consider personal risk factors: age, pregnancy, existing health conditions and ethnicity and where necessary conduct individual risk assessments	Building access rules clearly communicated through signage on entrances	Keep a record of pupils and staff in each bubble, lesson or close contact group.	Anyone with COVID-19 symptoms, or who have someone in their household who does, not to attend school.	Risk assessment published on school intranet and website.
<i>Fire evacuation point to remain on recreation field whilst the risk assessment is in place to allow for social distancing between bubbles. AB- infant zone warden SP junior zone warden</i>	<i>See staff risk assessments</i>	<i>Signage in place</i>	<i>Registers and staff sign ins ensure record is in place</i>	<i>In home school agreement and parents regularly reminded via newsletters. Posted at each entrance point</i>	<i>Available on website from week starting 24/08/20 to enable the school to respond to any additional changes that occur over the summer holidays</i>
Make provision for children who display COVID-19 symptoms/ become ill during the day to be isolated. Space should be identified in addition to the usual medical room.	Employees fully briefed about the plans and protective measures identified in the risk assessment	School start times staggered so bubbles arrive at different times	School breakfast and after-school clubs to keep to the bubbles used during the school day where possible.	If anyone becomes unwell at school they will be isolated, sent home and provided with information on what to do next.	Nominated employees tasked to monitoring protection measures

<i>Old library allocated as isolation room</i>	<i>Risk assessment shared through Teams and to form part of September INSET</i>	<i>Staggered starts and finishes with clear handovers. Parents to be informed of time slots via text</i>	<i>Hall and hut to be used to create zones and children to remain in bubble group. After school extra-curricular clubs to be provided for one class bubble a night. As wrap around care provision is primarily for child care and vulnerable pupils this will continue during second lockdown</i>	<i>Parents informed in line with current guidance</i>	<i>Monitoring timetable to be completed for SLT</i>
Ensure school has sufficient supplies of PPE including cleaning materials and hand washing/sanitising liquids that meet DfE/PHE requirements.	Regular staff briefings.	Floor markings outside school to indicate distancing rules (if queuing during peak times).	Minimise mixing Bubbles to be kept apart from other groups where possible. Groups use the same classroom or area of a setting throughout the day.	An unwell child awaiting collection will be isolated in a suitable room with or without adult supervision (depending on age and needs of the child).	Members of staff are on duty at breaks to ensure compliance with rules
<i>SBM to monitor stock levels</i>	<i>Weekly Teams meeting for all staff</i>	<i>Markings in place. Blue for Pre-school, Reception, Year 1, red for all others</i>	<i>Each class has a separate entry and exit point and there are no cross over points. Toilets cubicles to remain allocated to bubbles to prevent cross contamination</i>	<i>Isolation room – old library .</i>	<i>School daily timetable</i>
Provide suitable and sufficient bins to support pupils and staff to follow	Keeping in touch with off-site workers on their working arrangements	Screens installed to protect employees in reception	Mixing between bubbles kept to a minimum	Staff caring for a child awaiting collection to	Staff encouraged to report any non-compliance

the 'catch it, bin it, kill it' approach	including their welfare, mental and physical health and personal security.		during arrival, lunchtime, breaks and departure	keep a distance of 2 metres	
<i>Pedal bins in all classrooms, staffroom and school entrance</i>	<i>All staff due on site in September. SLT to liaise with any staff who have to self-isolate</i>	<i>This is already in place</i>	<i>Staggered start and drop off times outside of the school day. Break times in separate parts of the school allocated on a weekly rota system. Lunch in classrooms for Years 3 and 4, 5 and 6 Year 2 to have lunch in the Hut. Preschool. Reception Year 1 to have lunch in the hall The 4 y1 children not in this bubble to be seated in a separate area, as in breakfast club s</i>	<i>Isolation room allocated</i>	<i>Open door policy. Review of practice is a weekly item on staff meeting agenda.</i>
Provide sufficient tissues in all rooms.	Regular communications that those who have coronavirus symptoms, or who have someone in their household who does, are not to attend school.	Shared pens removed from reception	Pupil movements around the school site, either in groups or individuals is controlled to limit contact and mixing.	; <ul style="list-style-type: none"> • PPE to be worn by staff caring for the child, including: <ul style="list-style-type: none"> ○ a face mask worn if a distance of 2 metres cannot be maintained. ○ if contact is necessary, then gloves, an apron and a 	The effectiveness of prevention measures will be monitored by school leaders.

				face mask should be worn eye protection where there is a risk of fluids entering the eye, for example, from coughing, spitting or vomiting	
<i>SBM to monitor stock levels</i>	<i>Home school agreement. Include on website (changing current wording around absence) and in newsletters. Signage on all entry points</i>	<i>This is already in place</i>	<i>Classes to use individual entry and exit point. Only one child allowed in toilet block (2 for pre-school / reception)</i>	<i>PPE equipment kept in staff room. Emergency kit in each room for cleaning purposes</i>	<i>SLT monitoring timetable.</i>
Consider if the school site can be split into separate zones where groups of pupils can remain to minimise mixing.	Information shared about testing available for those with symptoms	Touch screen signing in devices in reception cleaned regularly	Groups will stay within a specific "zone" of the site to minimise mixing	Staff to wash their hands after caring for a child with symptoms	This risk assessment will be reviewed if the risk level changes and/or in light of updated guidance
<i>The school is split into infant and junior zone and classes do not need to mix within zones. Y1 pupils to be able to play outdoors together</i>	<i>Staff leaflet and verbal update on current procedures</i>	<i>As with the summer risk assessment the touch screen will not be used in the Autumn term and visitors will sign in via the SBM</i>	<i>All zones allocated</i>	<i>Posters displayed to remind staff of procedures</i>	<i>Governor action</i>
Create a plan of the building to mark out areas where bubbles do not mix (e.g. classrooms) and where mixing is more likely and so where	Resources Teachers to identify shared resources and how to prevent mixed contact (e.g. cleaning between bubbles or	Hand sanitiser provided at all entrances	Large gatherings such as assemblies or collective worship with more than one group to be avoided.	All areas where a person with symptoms has been to be cleaned after they have left	

distancing and other measures are required.	rotas for equipment use).				
<i>Areas already made out from the summer term – no additional plan required</i>	<i>Rotas to be in place</i>	<i>SBM to monitor stock levels</i>	<i>Teams to be used to share collective workshops. HT to visit one bubble per worship.</i>	<i>Posters displayed to remind staff of procedures</i>	
Consider separate facilities be provided for meals and refreshments in different zones (e.g. pods, kiosks, cafes).	Identify and plan lessons that could take place outdoors	Pupils and staff and to remove face coverings at school and wash hands immediately on arrival. Visitors to keep face masks in place in communal areas. These may be removed for meetings if social distancing is possible	Multiple groups do not use outdoor equipment simultaneously	Should staff have close hands-on contact they should monitor themselves for symptoms of possible COVID-19 over the following 14 days.	
<i>Lunches to be delivered to each classroom for KS2. Lunches to be delivered to the hall for KS1. Acorns and Limes classes to sit on different tables</i>	<i>Included in Recovery Curriculum. Staff have also reviewed long term plans and identified what lessons can be adapted for an outdoor focus. To be evidenced in medium term plans</i>	<i>To be communicated to parents</i>	<i>Outdoor equipment to be timetabled to one group a week and not used on Friday to allow for 72 hours</i>	<i>Staff to also inform Headteacher</i>	
Evaluate the capacity of rooms and shared areas	Consider how online resources can be used to shape remote learning.	Covered bins provided on entrances to dispose of temporary face coverings.	Limiting the number of pupils who use the toilet facilities at one time.	Handwashing Frequent hand washing encouraged for adults and pupils	

					(following guidance on hand cleaning).	
:		<i>Seesaw and Teams to be up and running for September. Each class to have an emergency pack to send home the day a child is absent – to cover first day. Online learning to then be provided.</i>	<i>Pedal bins to be used</i>	<i>One cubicle per bubble</i>	<i>Part of daily routine. Signage for hand gel at main entrance. Child and adult posters displayed</i>	
Reception/preschool/1	<i>Class bubble</i>					
Year 1/2	<i>Class bubble</i>					
Year ¾ class	<i>Class bubble</i>					
Year ¾ class	<i>Class bubble</i>					
Year 5 class	<i>Class bubble</i>					
Year/6 class	<i>Class bubble</i>					
<i>Hall</i>	<i>One class or Ks1EYFS bubble</i>					
<i>Old library</i>	<i>8</i>					
<i>Staffroom</i>	<i>4</i>					
<i>Hut</i>	<i>Wrap around and secind staff room 12</i>					
<i>Admin office</i>	<i>1</i>					
<i>Heads office</i>	<i>2</i>					

<p>Note</p>	<p><i>KS1 children to play together outside an eat lunch together. Year 1's to mix for maths. EYFS/ KS1 to be one bubble</i></p>					
<p>Plan for staggered lunches with more sittings to avoid mixing, allowing time for cleaning, devise seating plans, safe capacity etc.</p>	<p>Plan for remote education for pupils, alongside classroom teaching in case of a lockdown or pupils having to isolate</p>	<p>Sealable plastic bags provided for reusable face coverings to take home with them.</p>	<p>The same teacher(s) and other staff are assigned to each bubble and, as far as possible, these stay the same</p>	<p>Sufficient handwashing facilities are available. Where there is no sink, hand sanitiser provided in classrooms</p>		
<p><i>Lunch rotas revisited to allow for each KS2 class to eat in classrooms . eyfs/ ks1 to eat in hall. This avoids staggered lunches when food is delivered on site and will get cold if not served</i></p>	<p><i>Resources to be shared via Seesaw</i></p>	<p><i>Bags to be purchased</i></p>	<p><i>PE specialists to cover a class for the whole afternoon rather than rotating. Same with music specialists. Pastoral worker to work with one class per afternoon, potentially a different class in the</i></p>	<p><i>The Year 5 classroom has had additional hot water plumbed in over the summer holidays so all classrooms now have facilities for handwashing</i></p>		

			<p><i>morning. HT providing PPA to one class only and will visit one class a day only during worship. Drop in monitoring to take place from bubble perimeters. SLT observations to be planned to reduce contact across groups in one day</i></p>		
<p>Consider door signs mounted to identify max number in room / toilets at one time.</p>	<p>Parents/pupils</p> <p>Review EHCPs where required</p>	<p>Gathering at the school gates prohibited</p>	<p>Staff that move between classes and year groups, to keep their distance from pupils and other staff.</p>	<p>Skin friendly skin cleaning wipes used as an alternative to hand washing or sanitiser</p>	
<p><i>Signs to be added to staff rooms and to toilets</i></p>	<p><i>Reviewed by SENDCo in response to each transition</i></p>	<p><i>In home school agreement</i></p>	<p><i>See above for plans to limit movement</i></p>	<p><i>In the first instance parents to provide individual hand soap / wipes if there are allergies</i></p>	
<p>COVID-19 posters/ signage displayed. Identify 'crunch points' (e.g. entrances/ exits/ corridors/ shared space and consider how movement can be staggered)</p>	<p>Educate pupils before they return about the need to stay apart from others and expectations around hygiene</p>	<p>Staff on duty outside school to monitor protection measures.</p>	<p>To avoid mixing during breakfast and after-school clubs, a carousel system to be operated with children from different bubbles rotating between activities (e.g. inside, outside, snack time etc.) with cleaning surfaces between groups</p>	<p>Pupils to clean their hands when they arrive at school, when they return from breaks, when they change rooms, when they return from outdoors and before and after eating</p>	

<i>Signage in place and crunch points addressed</i>	<i>The majority of pupils have returned to school. Rules form part of first day back and will do again in September Children are sent letters before return</i>	<i>Headteacher on duty</i>	<i>In addition use of the large tables in the hall to set up distanced activities with children facing away from each bubble</i>	<i>Part of class routine and supported by signage</i>	
Consider one-way system if possible for circulation around the building	Communicate to parents on the preventative measures being taken.	Wherever possible keep meetings on a virtual platform (e.g. 1:1 session with professionals, recruitment interviews, parental meetings etc.).	Distancing Staff to keep 2 metres from other adults as much as possible.	Staff help is available for pupils who have trouble cleaning their hands independently (e.g. small children and pupils with complex needs)	
<i>One way system in place for drop off and collection Children do not overlap inside the building so no one way system required</i>	<i>Home school agreement</i>	<i>Teams is in place</i>	<i>Two staff rooms available with limited numbers. Staff meetings held remotely or in the hall after 4pm. Photocopier area to be limited to 2 adults with 2m distancing. Staff to avoid mixing in classrooms after school</i>		
Put down floor markings along the middle of two-way corridors/stairs to keep groups apart and 'keep left' signs.	Post the risk assessment or details of measures on school website.	Parents/carers and visitors coming onto the site without an appointment is not to be permitted	Where possible staff to maintain distance from their pupils, staying at the front of the class.	Use resources such as "e-bug" to teach effective hand hygiene etc.	

Markings in place	To be posted once agreed by governors	In home school agreement	Classroom arranged to allow for a 2m space for teachers. Carpet spaces removed	Included in Recovery Curriculum	
In areas where queues may form, put down floor markings to indicate distancing.	Parents and pupils informed about the process that has been agreed for drop off and collection.	Site guidance on physical distancing and hygiene is explained to visitors on or before arrival.	Staff to avoid close face to face contact and minimise time spent within 1 metre of anyone	Respiratory hygiene Adults and pupils are encouraged not to touch their mouth, eyes and nose.	
<i>Markings in place</i>	<i>To be communicated to parents by individual letter, including drop off and collection times</i>	<i>To be communicated by SBM</i>	<i>To be included in staff training and monitored by SLT</i>		
Can separate doors be used for in and out of the building (to avoid crossing paths).	Ensure parents have a point of contact for reassurance as to the plans put in place.	Where possible visits arranged outside of school hours.	Supply teachers, peripatetic teachers and/or other temporary staff to minimise contact and maintain as much distance as possible from other staff.	Adults and pupils encouraged to use a tissue to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')	
<i>All classes use separate doors</i>	<i>Headteacher email included in all correspondence</i>	<i>To be arranged by SBM</i>	<i>During Second Lockdown supply staff only to be used if essential for eh running of the school Supply agency also asked to send staff who have not been at another school in the previous 7 days.</i>	<i>Signage around school. Tissues provided. Pedal bins in classrooms. Bins to be emptied throughout the school day if used. Class teachers to monitor.</i>	

<p><i>Identify doors that can be propped open (to limit use of door handles and aid ventilation) taking account of fire safety and safeguarding. Seek advice from HSE if necessary.</i></p>	<p><i>Limit the equipment pupils bring into school each day to essentials such as lunch boxes, hats, coats, books, stationery. Bags are allowed</i></p>	<p><i>A record kept of all visitors to assist NHS Test and Trace for 21 days, including: the name; a contact phone number; date of visit; arrival and departure time; the name of the assigned staff member. Note: where the visitor is known to the school and contact details are known a record of the visit is sufficient</i></p>	<p><i>The occupancy of staff rooms and offices limited</i></p>	<p><i>Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies</i></p>	
<p><i>Internal doors to be propped open. To be closed during evacuation and at the end of the school day. Door stops needed</i></p>	<p><i>To be communicated in home school agreement</i></p>	<p><i>To be stored by SBM for 21 days</i></p>	<p><i>4 in main staff room 6 when the Hut is used as a staffroom Signage in place 1 per SBM office 2 per Heads office</i></p>	<p><i>Numbers limited to 15</i></p> <ul style="list-style-type: none"> • <i>Measures to be taken when playing instruments or singing in small groups such as in music lessons include:</i> <ol style="list-style-type: none"> 1. <i>physical distancing;</i> 2. <i>playing outside wherever possible;</i> 	

				<ol style="list-style-type: none"> 3. limiting group sizes to no more than 15; 4. positioning pupils back-to-back or side-to-side; 5. avoiding sharing of instruments; 6. ensuring good ventilation. 	
Identify rooms that can be accessed directly from outside (to avoid shared use of corridors).	Parents informed only one parent to accompany child to school.	Open Days/ Parents Evenings	Use of staff rooms to be minimised.	Cleaning Sanitising spray and paper towels to be provided in classrooms for use by members	
<i>All classrooms can be accessed from outside except Y1/2 . Year 1/2 to be the only class using the double doors</i>	<i>Included in home school agreement</i>	<i>Open days and parents evening will not take place on site in the first term of Autumn. This will then be reviewed. The school will use virtual platforms as these become available</i>	<i>See above. In school day meetings to be planned in larger Hut building</i>	<i>SBM to monitor stock levels</i>	
Organise classrooms for maintaining space between seats and desks.	Parents and pupils encouraged to walk or cycle where possible		Staff in shared spaces (e.g. office) to avoid working facing each other	Thorough cleaning of rooms at the end of the day.	

<i>Classroom reorganised to maximise space</i>	<i>Included in return to school communication</i>		<i>Tables arranged accordingly</i>	<i>Cleaning sheets on classroom / office doors</i>	
Arrange desks seating pupils side by side and facing forwards.	Staggered drop-off and collection times planned and communicated to parents.		Use a simple 'no touching' approach for young children to understand the need to maintain distance.	Shared materials and surfaces to be cleaned frequently (e.g. toys, books, desks, chairs, doors, sinks, toilets, light switches, handrails, etc.).	
<i>Classrooms reorganised – all rooms have front facing seats</i>	<i>Parents have individual drop-off and collection times – family groups allocated similar time to ensure they are only on site at one time</i>		<i>Modelled by staff and included in PSHE lessons and social stories</i>	<i>Enhanced cleaning by staff. Governors have identified a potential need for additional cleaning hours</i>	
Inspect classrooms and remove unnecessary items and furniture to make more space	Encourage parents to phone school and make telephone appointments if they wish to discuss their child (to avoid face to face meetings).		Older children to be encouraged to keep their distance within bubbles	Resources that are shared between bubbles (e.g. sports, art and science equipment) to be cleaned frequently and meticulously and always between bubbles.	
<i>Classrooms have been reorganised</i>	<i>Communicated to parents in return to school plan</i>		<i>Included in classroom routines</i>	<i>Shared resources timetabled to allow for cleaning. Additional storage boxes to be purchased so items can be easily grouped and</i>	

				<i>a cleaning record attached to boxes</i>	
Make arrangements with cleaners to put in place an enhanced cleaning schedule that includes frequent cleaning of rooms, shared areas that are used by different groups and frequently touched surfaces.			Minimising contact Doors propped open, where safe to do so to limit use of door handles. Ensure closed when premises unoccupied.	Outdoor equipment appropriately cleaned frequently.	
<i>Governors have approved additional cleaning hours at the end of the day if required . Staff to support with cleaning of frequently touched surfaces</i>			<i>Internal doors open, door stops provided. Closed as part of evacuation and at end of day</i>	<i>Rotas to allow for cleaning</i>	
Timetabling and lessons Consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school.	Discourage parents and pupils from bringing in toys and other play items from home		Taking books and other shared resources home limited, although unnecessary sharing avoided.	Toilets to be cleaned regularly.	
<i>Staggered start and finish times</i>	<i>In return to school plan</i>		<i>Teachers to plan for minimal material to go home. Seesaw to be used where possible for homework and remote learning. Reading books</i>	<i>Staff to be responsible for bubble cubicle. HT responsible for staff toilets. Signage sheets on door</i>	

			<i>allowed and taken out of circulation for 72 hours on return to school</i>		
Stagger break times and lunch times to avoid mixing and time for cleaning surfaces in the dining hall between groups	Others Communication with contractors and suppliers that will need to prepare to support plans for full opening (e.g. cleaning, catering, food supplies, hygiene suppliers). Assurances that caterers comply with the guidance for food businesses on COVID-19.		Staff and pupils to have their own individual and very frequently used equipment, such as pencils and pens.	Staff providing close hands-on contact with pupils need to increase their level of self-protection, such as minimising close contact and having more frequent hand-washing and other hygiene measures, and regular cleaning of surfaces	
	<i>SBM to contact</i>		<i>Staff and pupils to have own individual wallets of regularly used resources</i>	<i>To include staff who change nappies Staff to wear face masks and shields for intimate care</i>	
When timetabling, groups should be kept apart and movement around the school site kept to a minimum to avoid creating busy corridors, entrances and exits.			PE and School Sport Pupils kept in same consistent bubbles where possible during PE and sport.	PPE The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very	

				<p>small number of cases, including:</p> <ul style="list-style-type: none"> • where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained • where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used. 	
<i>Class zones enable this to happen. Staff to consider when children are sent to the toilet cubicles</i>			<i>Taught in classes. Clubs, if offered, to be class clubs not key stage</i>	<i>PPE stored in Headteacher's office</i>	
Prepare arrangements to allow remote learning to take place should a partial or full closure of the school be required, at any	Assurances that caterers comply with the guidance for food businesses on COVID-19.		Sports equipment thoroughly cleaned between each use.	First Aid Check if qualifications run out. Consider	

point in the next academic year.				enrolling more staff on training.	
<i>Teams and Seesaw</i>	<i>Provided by Cater Cater</i>		<i>Cleaning to be timetabled in. Equipment limited to one group a week</i>	<i>The school has more than sufficient first aiders in place and increased the number during lockdown</i>	
Policies and procedures Update policies to reflect changes brought about by COVID-19, including: Safeguarding/child protection Behaviour Curriculum NQTs Special educational needs Visitors to school Charging policy (wrap around care)	Discussion with caterers to agree arrangements for staggered lunches (e.g. seating capacity, holding hot food, cleaning between sittings, distancing and minimising contacts).		Contact sports avoided until guidance changes	Employees providing first aid to pupils will not be expected to maintain 2 metres distance. The following measures will be adopted: <ul style="list-style-type: none"> • washing hands or using hand sanitiser, before and after treating injured person; • wear gloves or cover hands when dealing with open wounds; • if CPR is required on an adult, attempt compression only CPR and early defibrillation 	

				<p>until the ambulance arrives;</p> <ul style="list-style-type: none"> • if CPR is required on a child, use a resuscitation face shield if available to perform mouth-to-mouth ventilation in asphyxia arrest. • dispose of all waste safely. 	
	<i>Plans agreed prior to end of summer term</i>		<i>Long term plans updated</i>	Ventilation	
Ensure website is compliant with regards to the publishing of policies.	Communication with other building users (e.g. lettings, extended school provision, regular visitors, etc.)		Outdoor sports should be prioritised where possible. Large indoor spaces used where it is not.	Increase the supply of fresh air by opening windows and doors (where safe to do so).	
	<i>No evening lets during the Autumn term. Holiday sport provision to comply with school risk assessments</i>		<i>Long term plans updated. If the hall is needed due to bad weather staff allows for half the class only</i>	Windows in rooms to be opened. Doors to be opened only if ventilation is not sufficient.	

Establish a visitors' protocol so that parents, contractors, professionals working with individual children are clear about the infection control measures that you have in place.	Limit visitors by exception (e.g. for priority contractors, emergencies etc.).				
<i>Visitors information leaflet. Visitors to wear masks in common areas. Masks may be removed in meeting room with if everyone is in agreement and 2m distancing can be maintained</i>	<i>Essential visitors only</i>				
Governing Boards and school leaders to have regard to staff (including the headteacher) work-life balance and wellbeing. Information shared about the extra mental health support for pupils and teachers is available.	Lettings: Out of school settings for children are permitted if those responsible for them are ready to do so and they can do so safely, following COVID-19 Secure guidelines		Distance between pupils from mixed bubbles will be maximised during PE	Face coverings	
<i>Staff signposted to GCC and SAS support services Physical marking of books to be minimised to reduce</i>	<i>No evening lets during the Autumn term.</i>		<i>Areas to be allocated. Field to be zoned off if used by more than one bubble</i>	Staff and pupils are not required to wear face coverings.	

<p><i>time spent in school as books cannot go home. Resources shared in staff rooms.</i></p> <p><i>GB to monitor staff wellbeing. (Agenda item)</i></p> <p><i>CoG monitor HT wellbeing.</i></p>	<p><i>Holiday sport provision to comply with school risk assessments</i></p>			<p><i>Visitors asked to wear face coverings in areas outside of classrooms where social distancing is not possible</i></p> <p><i>The school environment has been adapted and risk assessed to ensure staff can maintain social distancing when not in classrooms (ie staffrooms)</i></p>	
<p>Response to any infection</p> <p>Leadership understands the NHS Test and Trace process and how to contact their local Public Health England health protection team.</p>	<p>Lettings and non-school users:</p> <p>The use of indoor facilities by adults should remain closed until guidance changes, apart from toilets and throughways.</p>		<p>Sporting activities delivered by external coaches, clubs and organisations will only go ahead if they can satisfy the above requirements.</p>		
			<p><i>Risk assessment shared with sports provider and sports provider risk assessments monitored against school requirements</i></p>		
<p>Plan how to inform staff members and parents/ carers that they will need to be ready and willing to book a test if they are displaying symptoms;</p>	<p>Lettings and non-school users:</p> <p>A risk assessment should determine the maximum capacity of a hall or hire space while able to maintain social</p>		<p>Changes of clothing to be minimised to reduce items being brought from home. Children only to change in one room due to 'bubble' space</p>		

inform the school immediately of the results of a test; provide details of anyone they have been in close contact with; self-isolate if necessary.	distancing according to the current relevant guidelines.				
	<i>Lettings not to start back. Visitors to follow routines.</i>		<i>Children to wear PE kit on PE days. Children who are attending clubs many get changed as this will be smaller number. Children in clubs will remain in PE kit after the session</i>		
Swimming	Communication with others (e.g. extended school provision, lettings, regular visitors, etc.)		Risk assessments of visits and journeys to be undertaken by visit leaders.		
<i>Swimming is offsite and requires the children to be transported by coach . Lessons will not be booked for the Autumn term</i>	<i>Lettings to be updated</i>		<i>To focus on local area</i>		
	Any groups hiring the facilities must refer to relevant government guidance or their own		From the autumn term, non-overnight educational visits only		

	associations and national governing body for guidance on running the club or event following the COVID-19 guidelines				
			<i>Plans revisited so that visits will be local and in walking distance only in Autumn term to avoid additional risks associated with transport at this stage</i>		
	The school can ask any hiring organisation to provide evidence of their risk assessment				
	<i>Provided by Pro Stars</i>				
	Review existing lettings/hire agreements and amend or supplement as necessary to include specifics of what the school will do and what the hirers are responsible for (e.g. cleaning, sharing equipment, hand washing or sanitiser, what happens if anyone shows symptoms or				

	tests positive to COVID-19, etc.).				
	<i>Pro tars to be responsible for day to day cleaning. Pro Stars will pay Glen cleaning for the cost of a deep clean if required following a positive test. HT to be informed of all tests and results</i>				

- <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>
 - <https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak>
- <https://www.gov.uk/guidance/maintaining-records-of-staff-customers-and-visitors-to-support-nhs-test-and-trace>

