


<div> <div>School Logo</div>  </div>	Establishment/Department: All TLP schools Name of School	Establishment Risk Assessment and School Operation Protocol	COVID-19
Address :			
Person(s)/Group at Risk Staff, Pupils, Visitors and Contractors Return to school risk assessment – based on the principles and guidance contained within DfE Guidance. The following guidance to reflect the changes announced by the Prime Minister on the wider reopening of schools and colleges from Monday 17 May: <ul style="list-style-type: none"> early years and childcare providers actions for schools during the coronavirus outbreak 		Date assessment completed: 12/1/2021 Date to be reviewed: <ul style="list-style-type: none"> When additional years and numbers of pupils increase When the School Operation Protocol changes Change in government guidance As required by the school/TLP 	
Activity/Task/Process/Equipment Mitigating the risk of a COVID-19 infection during School Partial Opening		Assessor(s): Erick Muzard / Andy Cotton, Gillian Courtenay/Annette Yates/Georgie Gratton/Paul Wait/Bridget Wade	
Update – 12/01/2021, Risk Assessment and Operation Protocol sections		EM/AC	
Update – 08/03/2021 page 2 – return to school March 8 th guidance			
Update – 08/03/2021 page 4 – definition of close contact			
Update – 08/03/2021 page 5 - Guidance for EYFS			
Update – 08/03/2021 page 5 - Wraparound provision			
Update – 08/03/2021 page 12 - Accessing testing arrangements are clear for all staff			
Update – 08/03/2021 page 13 - Assessment of all staff, including high risk staff			
Update – 08/03/2021 page 13 - face covering			

Update – 08/03/2021 page 14 - Dealing with suspected and confirmed case/ cases and outbreak	
Update – 08/03/2021 page 14 - Lateral Flow testing (Secondary Schools)	
Update – 08/03/2021 page 15 - Lateral Flow testing (Primary staff home testing	
Update – 08/03/2021 page 16 - Vulnerable groups who are clinically, extremely vulnerable	
Update – 08/03/2021 page 21 - Educational visits	
Update – 12/04/2021 page 4 - Definition of close contact	
Update – 12/04/2021 page 13 - Assessment of all staff, including high risk staff with vulnerable	
Update – 12/04/2021 page 14 - Dealing with suspected and confirmed case/ cases and outbreak.	
Update – 12/04/2021 page 15 - Lateral Flow testing (Secondary Schools)	
Update – 12/04/2021 page 16 - Lateral Flow testing (Primary).	
Update – 12/04/2021 page 16 - Vulnerable groups who are clinically, extremely vulnerable.	
Update – 12/04/2021 page 17 - Transport	
Update – 12/04/2021 page 21 - Educational visits	
Version V2.6	
Update- 17/05/2021 – page 4 - Wraparound provision: Groups mixing.	
Update- 17/05/2021 – page 10 - Face Coverings – 17 May 2021	
Update- 17/05/2021 – page 15 - Physical activity in schools /swimming lessons	
Update 17/05/2021 – page 16 – Educational visits	

Significant Hazard Section	Control measures in place <i>Additional measures or actions not included in this column below should be put in the assessor's recommendations at the end of this document</i>
Social distancing and reducing risk of transmission	
Definition of close contact	<p>When completing your risk assessment, it is important that your mitigations control measures in all aspects of the school day, considers PHE definition of 'close contact'. The following definition of 'close contact':</p> <p><i>Manage confirmed cases of coronavirus (COVID-19) amongst the school community. A risk assessment may be undertaken to determine this, but a close contact can be anyone who has had the following types of contact with someone who has tested positive for coronavirus with a PCR or LFD test:</i></p> <p>The current definition of close contact in a school setting is shown below.</p> <ul style="list-style-type: none"> ○ face-to-face contact including being coughed on or having a face-to-face conversation within one metre (this will include times when you have been wearing a face covering or face mask) ○ been within one metre for one minute or longer without face-to-face contact ○ been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day) ○ travelled in the same vehicle or a plane (this includes school transport) <p>Focusing on obtaining mitigations to reduce close contact, will reduce staff and pupil absences when there are cases within the school. Note that the use of face masks and other forms of PPE does not exclude somebody from being considered a close contact (unless they are providing direct care with patients or residents in a health and care setting, NHS Test and Trace: how it works - GOV.UK (www.gov.uk))</p>
Entrance and egress to school site causing large groups of people inside school grounds compromising social distancing.	<i>Stagger drop-off and collection times avoiding any changes to pupils that arrive at school on school transport where possible. Provide information to parents. If possible, only one parent to attend. Use alternative drop off locations where possible. Schools should also have a process for safely removing and disposing of / storing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them, following the recommendations in the government guidance Staying safe outside of your home: face coverings and Guidance for Full Opening. Pupils must be instructed to wash their hands, on arrival.</i>
Parents gathering at school gate not social distancing	<i>Plan parents' drop-off and pick-up protocols that minimise adult to adult contact. 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).</i>
Overcrowding in classrooms and corridors.	<i>Children are to be grouped into consistent groups with contact between groups avoided (see Curriculum section below). Desks should be forward facing and spaced as far apart as possible and arranged so that face to face seating is avoided. Set out classrooms where possible to ensure access to outside space and their age appropriate equipment and resources, whilst preventing mixing with other groups. Removal of some furniture may be required to enable this. Reduce movement around the school using timetabling and appropriate selection of classroom or other learning</i>

	<i>environments. Stagger assembly groups</i>
Risk of transmission within EYFS settings	<i>Updated Guidance for EYFS (February 2021 early years and childcare providers) to be followed. removes keeping children in small consistent groups within settings, but still minimising mixing where possible taking into consideration increased risk factor to staff.</i>
Groups mixing during breaks and lunchtime compromising social distancing.	<i>Staggered break times and ensure appropriate supervision is in place. Use different playground locations where possible Staggered lunchtimes & in set groups with handwashing – tables kept apart. Social spacing of lunch tables or lunches delivered to classrooms. Ensuring everyone keeps further apart than normal. Cleaning of tables between uses by different groups.</i>
Wraparound provision: Groups mixing during extra-curricular provision	<i>Schools should work to resume any breakfast and after-school provision, where possible, from the start of the autumn term. From 17 May, in line with the commencement of Step 3 of the roadmap, where wraparound and other extra-curricular activities for children are taking place indoors, they may take place in groups of any number. However, it will remain important to continue to minimise mixing between children. This can be achieved by keeping children in separate consistent groups in these settings, or in smaller groups where it is not possible to do this. Multiple groups from the same provider can use the same shared space if necessary, provided that distancing between the groups can be maintained and there is adequate ventilation. Although, different groups sharing the same space should be avoided where possible. Providers will need to regularly review groups to minimise the amount of mixing. For example, guidance for providers of grassroots sport and sport facilities recommends that the maximum occupancy of an indoor facility should be limited by providing a minimum of 100sqft per person. Schools can consult the guidance produced for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children, as much of this will be useful in planning extra-curricular provision. Where parents use childcare providers or out of school extra-curricular activities for their children, schools should encourage parents and carers to seek assurance that the providers are carefully considering their own protective measures, and children should only attend settings that can demonstrate this. DfE have issued guidance for parents and carers, which schools may want to circulate.</i>
Spread of virus due to increased numbers of people within the grounds.	<i>Inform parents that if their child needs to be accompanied to school only one parent should attend. Parents should not enter the school building unless under exceptional circumstances or at the Head Teacher's discretion.</i>
Premises related matters	
Changes to building use being safe for pupils & staff – e.g. storage, one-way systems, floor tape.	<i>Follow the School Operation Protocol to ensure control measures are suitable and in place – see below. Consider how the layout will enable access to outdoor space and the equipment necessary for teaching the year groups. Consider how changes will impact on arrangements such as safe fire evacuation routes (see below).</i>
First Aid procedures – Reduced numbers of first aiders and Paediatric first aider.	<i>Review First Aid risk assessment. Rota systems in place to ensure adequate numbers of first aid and PFA trained staff. Communication of first aid arrangements during daily briefings. PPE within first aid supplies</i>
Fire Procedures	<i>Review the fire risk assessment taking into consideration any changes made to the layout, and the impact this may have on fire evacuation and escape routes. Ensure that testing and monitoring regimes are in place for fire detection and alarm systems, fire extinguishers and that any interim arrangements (such as doors propped open where necessary to reduce hand contact), are managed so that they do not compromise fire protection (and security) measures. Review where required fire evacuation routes</i>

	<i>and assembly points to ensure that social distancing guidelines are being met.</i>
Water hygiene – management of legionella	<i>Review the water hygiene management plan. Ensure that agreed regimes for flushing and monitoring of temperatures have been maintained throughout any period of closure / partial opening. Where regimes have not been maintained ensure that cleaning and disinfection has taken place prior to reoccupation as per government guidance Managing School Premises during the Covid-19 outbreak.</i>
Using and monitoring new practices to reduce risk of Covid-19 transmission	<i>Training of all staff via briefing prior to start – to include contents of this RA, alternative layouts and any changes to fire evacuation routes, use of PPE, location of designated room for suspected cases. Explaining to children about the use of face coverings – to support children with adhering to social distancing. Headteachers and school leaders must monitor arrangements and make remedial actions where needed. Ensure there are opportunities for all employees to raise concerns / make suggestions.</i>
Management of premises related risks e.g. asbestos, delayed statutory testing (LOLER)	<i>Communication arrangements to ensure that requirements and controls are understood by responsible persons (e.g. signing in processes for contractors). If equipment is not within statutory test periods (e.g. lifts and hoists) then it should be taken out of use until the inspection and test can be completed.</i>
Staff rooms and offices to comply with social distancing and safe working practice	<i>Numbers of people reduced at one time to allow social distancing – chairs removed/placed apart. Avoiding unnecessary gatherings. Where possible reduce the use of communal / shared facilities such as tea and coffee facilities and encourage staff to bring their own food and utensils. Enhanced cleaning regimes as per below.</i>
Ventilation to reduce spread	<p><i>Schools need to balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</i></p> <ul style="list-style-type: none"> <i>opening high level windows in preference to low level to reduce draughts</i> <i>increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused)</i> <i>providing flexibility to allow additional, suitable indoor clothing. For more information see School uniform</i> <i>rearranging furniture where possible to avoid direct drafts</i> <i>mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)</i> <i>Opening internal doors can also assist with creating a throughput of air</i> <i>natural ventilation – if necessary external opening doors may also be used Where schools believe that ventilation could be improved by leaving fire doors, either internal or external, open, this must only be done once the fire risk assessment has been reviewed and amended. Schools must ensure that systems are in place to close doors in the event of a fire alarm, during breaks if they cannot be monitored or at the end of the day. There is also the security risk of leaving external doors open and therefore there must be procedures in place to mitigate this such as ensuring that they are closed at times when they cannot be sufficiently monitored.</i> <i>Ventilation to chemical stores should remain operational.</i> <p><i>It is advisable to use a thermometer to monitor temperatures where opening windows and doors is being used as a mechanism to aid ventilation. For more information on suitable workplace temperatures and ventilation and air conditioning see HSE: Guidance on temperature in the workplace and Ventilation and air conditioning during the coronavirus (COVID-19)</i></p>

Management of waste	<p>Ensure bins for tissues are emptied throughout the day.</p> <p>Follow Guidance on disposal of PPE waste (such as used fluid resistant masks) and Government guidance on disposal of waste, including waste such as wipes and cloths generated by additional cleaning and disposable face coverings where for instance they have been worn for the journey to school. You must make sure that these items are disposed of properly rather than going into recycling bins.</p>
Management of incoming goods	<p>Consider how to manage supplies coming into the school, which takes into consideration SD and hygiene measures.</p> <p>E.g. drop-off point – one person controls the process etc.</p>
School owned outdoor play equipment	<p>Promote good hygiene and social distancing using signage and other methods of comms (community noticeboards, school newsletters) to set out: maximum numbers to enable SD, encouraging parents to clean children's hands before and after play, disposal of all rubbish. Consider limiting numbers (e.g. taking out swings), using time limits, one way systems around pieces of equipment, cleaning regimes if applicable for high traffic touch points such as slides, monkey bars and climbing frames / walls, playhouses and huts, crawl through tunnels and tube slides, exercise equipment, gates, benches and picnic tables, refuse areas and bins. Encourage effective sanitation by users, parents etc. Consult guidance on Managing Outdoor Playgrounds for equipment also used by the community.</p> <p>When used by the school, it must be appropriately cleaned between groups of children and only used by one group at a time.</p>
Hiring out premises	<p>No hiring out of the premises during the national lockdown process.</p>
Cleaning and reducing contamination	
Contaminated surfaces spreading virus.	<p>Classroom based resources such as sports, art and science equipment can be used and shared within the bubble. Such resources should be cleaned frequently and meticulously and always between bubbles or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. In order to facilitate cleaning, remove unnecessary items from learning environments where there is space to store them elsewhere. Public health advice is to remove all soft toys, and any toys that are hard to clean, such as those with intricate parts. Where practicable, remove soft furnishings, for example pillows, bean bags and rugs.</p> <p>In cases where soft furnishings are still in use, they should be laundered by following the guidance in the attached link: https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</p> <p>Consideration should also be given to soft furnishings within Sensory Rooms and where possible these furnishings should be child specific so as to avoid cross contamination. If this is not possible then they should be laundered as per the guidance contained in the above link.</p> <p>Follow government guidance for working in education and childcare if a someone becomes ill with suspected COVID-19 at the setting. Follow guidance on Cleaning and decontamination of non-health care settings.</p>

Shared resources and equipment increasing spread	<i>Prevent the sharing of stationery and other equipment where possible Suitable procedures in place for managing access to items of 'heavy use' such as photocopiers to maintain social distancing. Enhanced cleaning regimes.</i>
Cleaning staff and hygiene contractor's capacity - providing additional requirements	<i>Discuss with cleaning staff the additional cleaning requirements and agree additional hours to allow for this. Ensure cleaning products being used are suitable (refer to Premises Guidance document) and that adequate supplies of cleaning materials are available. See Safe working in education and childcare for guidance on PPE and put in place an enhanced cleaning schedule and establish more frequent cleaning of shared areas or those used by different groups.</i>
Sufficient handwashing facilities for staff and pupils	<i>Where a sink is not nearby, provide supervised access to hand sanitiser in classrooms and other learning environments. Plan in regular access to facilities throughout the day. Provide additional sinks where possible. Ensure enough handwash and sanitiser stations are available based on what you have learned from usage to date.</i>
Additional time for staff and pupils to carry out handwashing	<i>Frequent hand cleaning as part of normal routine. Stagger regular access to handwashing facilities through the day. Build routines into behavior expectations and school culture.</i>
Handwashing practice with children	<i>Review the guidance on hand cleaning and introduce handwashing songs for younger children. Ensure that help is available for children and young people who have trouble cleaning their hands independently. See guidance and resources available at e Bug. Consider risks around ingestion of sanitiser and where this is a risk substitute for skin friendly sanitiser wipes for young children / those with complex needs.</i>
Good respiratory hygiene	<i>Promote 'catch it, bin it, kill it' ensuring that enough tissues and bins are available. Support should be provided for young children and those with complex needs, particularly where children spit / use saliva. In such cases this should be considered within the pupil's individual risk assessment.</i>
Sufficient supplies of soap and cleaning products	<i>Discuss with suppliers to ensure sufficient supplies and deliveries. Review COSHH assessments and implement additional controls required where there has been any change in products.</i>
Toilets being overcrowded	<i>Limit the number of children or young people who use the toilet facilities at one time. Visiting the toilet one after the other if necessary. 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.</i>
Staff related issues	
Staff measures to reduce contact and transmission Covid-19. New variant of the Covid-19 virus. It is also noted that the new variant may present an increased risk amongst children and young people who present as - asymptomatic.	<p><i>When assessing the return to full opening the following section of the DfE guidance must be followed: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks</i></p> <p><i>Where this cannot be met, then the school must record why and what other control measures they will adopt.</i></p> <p><i>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults and should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</i></p> <p><i>When considering the return of non-teaching staff school leaders should recognise the wider government policy that staff who can work from home should do so and apply this where feasible (e.g. in administrative roles).</i></p>

	<p>Focusing on control measures that reduce close contact, will reduce the number of staff and pupils required to self-isolate when there are cases within the school.</p> <p><i>PHE have identified issues that have arisen in IMTs in schools and some adjustments are being made by schools as a result. There may be difficult to implement due to disruption to learning or operational issues. But schools are also identifying that actually having positive cases and seeing the impact on numbers being sent home to self-isolate (staff and pupils) will also affect learning and operational issues.</i></p> <p><i>Mitigating measures that will reduce the number of close contacts between individuals and therefore numbers required to self-isolate as the result of a positive case in the school:</i></p> <ul style="list-style-type: none"> ▪ Reducing bubble sizes, ▪ reducing face to face meetings (move to video calling if appropriate), ▪ reducing or eliminating the number of staff and pupils mixing across year groups/ classes at lunch, breaks, staff rooms etc. ▪ reducing or eliminating the movement around the school of pupils and teaching staff, ▪ reducing or eliminating the movement across bubbles of pupils and teaching staff, ▪ no car sharing between staff to school ▪ keeping to the 2m distancing (for teachers especially) if at all possible <p><i>Other measures that will reduce the spread of the virus in the school – face coverings, thorough regular cleaning regimes throughout the day (of hands and of hard surfaces/ high use touch points), catch it bin it kill it messages.</i></p>
Managing supply teachers, visitors, contractors and other temporary visiting staff.	<p><i>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Schools should consider how to manage other visitors to the site, such as contractors, catering staff and deliveries, as well as cleaning staff and site staff who may be working throughout the school and across different groups / sites. This will require close cooperation between both schools and the other relevant employers. Schools should have discussions with key contractors about the school's control measures and ways of working as part of planning for the winter and spring term and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors. It is important that staff who are managing supply teachers, visitors, contractors and other temporary visiting staff are conversant with hygiene protocols within the school. All TLP Central Team staff member, nursery, CAIRB staff and secondary school staff offered a Lateral Flow Test on a weekly basis.</i></p>
Insufficient staff capacity to deal with increased numbers of pupils - Shortage of teachers to maintain staff to pupil ratios	<p><i>If there are any shortages of teachers to teach the number of classes, appropriately trained teaching assistants can be allocated to lead a group, working under the direction of a teacher. Careful planning of the year groups/classes should be undertaken based on staff availability. Supply teachers and other peripatetic staff can be engaged where necessary. See 'school Workforce' section of the DfE guidance: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks</i></p> <p><i>Head Teachers, in consultation with the CEO, reserve the right to close part or entire school if there are insufficient</i></p>

	<i>staffing level.</i>
Anxiety levels of staff and community causing breakdown in staffing ratios, compromising group sizes.	<p><i>Talk to staff about (and/or put in writing) the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including a discussion on whether training would be helpful. If appropriate, seek GP or occupational health advice.</i></p> <p><i>Where the member of staff has anxieties about returning, this conversation can be held and recorded using the 'Risk assessment for all staff including vulnerable groups' – see appendix for RA. Further advice is available from JD if required.</i></p> <p><i>Head teacher will be supported by TLP Central Team through regular visits to support their wellbeing. Each Head Teacher should develop a system to monitor and support staff wellbeing.</i></p>
Staff understanding of new changes – safe practice at work & in classroom. Teaching in a safe environment	<i>Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful.</i>
Accessing testing arrangements are clear for all staff	<p><u><i>Guidance on the new asymptomatic testing programmes taking place in schools are on a shared document platform hosted by DfE, including FAQ, webinars and step-by-step 'how to guides.'</i></u></p> <p><i>For secondary schools - Resources - Google Drive.</i></p> <p><i>For primary schools - Primary Schools Document Sharing Platform - Google Drive</i></p>
Conditions for use of fluid resistant face mask and other equipment when dealing with a symptomatic child are clear and understood by staff.	<p><i>If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home a face mask should be worn by the supervising adult if a distance of 2 meters cannot be maintained.</i></p> <p><i>If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn Ensuring that fluid resistant face masks are available for all schools and that a supply is maintained.</i></p> <p><u>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</u></p>
Assessment of all staff, including high risk staff with vulnerable / shielding family member, underlying health conditions or other risk factors The advice from 1 April 2021 is that clinically vulnerable people, as with everyone else, should work from home if possible. If it is not possible for them to work from home then they should return to their normal place of work.	<p><i>A risk assessment should be undertaken with clinically extremely vulnerable and clinically vulnerable staff returning to the school, especially where they are returning to the school for the first time since the pandemic commenced. A risk assessment should also be undertaken (or reviewed/updated if one was previously undertaken) with staff who may be anxious about returning to school and/or due to the increased numbers. The 'Risk assessment for all staff including vulnerable groups' can be used to aid and record this assessment – <u>using the School Risk Assessment for vulnerable Groups document.</u></i></p>

Staff use of PPE	<p>Pupils whose care routinely already involves the use of PPE due to their intimate care needs will continue to receive their care in the same way. Follow guidance 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</p>
Use of face coverings	<p>Guidance on the use of face coverings for pupils in year 7 and above should be followed with consideration given to communal areas such as corridors where social distancing is hard to maintain.</p> <p>Adequate training / briefing on use and safe disposal Follow guidance on putting on and taking off standard PPE https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures and above guidance on use in education settings.</p>
Dealing with suspected and confirmed case/ cases and outbreak.	<p>Dealing with suspected and confirmed case/ cases and outbreak. If you would like advice, contact the DfE Coronavirus Helpline on 0800 046 8687. You may also call the PHE SW Health Protection Team for advice on 0300 303 8162 if the following applies; you have taken action but are still seeing more cases, you think you may need to close your setting (you should also email the school priority alert mailbox - educate.schoolspriorityalerts-mailbox@devon.gov.uk), someone in your setting has been admitted to hospital or you are getting significant media interest. Special schools, boarding schools or special post 16 providers should call the PHE SW Health Protection Team straight away.</p> <p>Follow-up PCR tests required after a positive LFD test Previously, a follow-up PCR test was only required following a positive LFD test carried out at home. The Government has re-introduced the requirement for a PCR test after positive LFD tests carried out at all assisted testing sites. As of 31st March, staff and pupils who get a positive LFD result (whether at home or at supervised testing site in school) should take a follow-up PCR test. This requirement is now published in the Stay At Home Guidance. Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection - GOV.UK (www.gov.uk) and has been included in the DfE daily update. As the prevalence rates are now low in England, follow-up PCR tests will help reduce the chances of false positive LFD tests. The follow-up PCR test should be taken as soon as possible and within 2 days of the positive LFD result. The quickest way is to book a test online or call 119 for an appointment at a nearby nearest testing centre. Alternatively, a PCR home test kit can be used but it may take longer for the results to come back.</p> <p>Self-isolation Staff, students and pupils who have a positive LFD test result, their household members and close contacts should self-isolate immediately whilst waiting for the follow-up PCR result. Public health action must be taken from a positive result, whether from a LFD or PCR test, to quickly identify close contacts in school and request that they self-isolate.</p> <p>If the follow-up PCR result is negative If the follow-up PCR test result is negative and the test was done within 2 days of the positive LFD result, the person, their household members and close contacts at school can stop self-isolating and return to school or college if they are well. PHE SW Health Protection Team have distributed a template 'stand down' letter (attached) which can be used for this purpose. It is important to continue with all existing protective measures, negative test results should not be</p>

	<p><i>read as a means to relax preventative measures which are intended to reduce the risk of transmission.</i></p> <p><i>If you have any infection control concerns or questions, please call the South West Health Protection Team on 0300 303 8162</i></p> <p><i>For ALL CONFIRMED CASE IN SCHOOL ALWAYS inform the local authority by completing the smart survey form: COVID 19 - Education Provision/School Notification of Positive COVID 19 Test Results or who have been advised to isolate (smartsurvey.co.uk)</i></p> <p><i>Devon County Council's Local Outbreak Management Plan (LOMP) is available here: https://www.devon.gov.uk/coronavirus-advice-in-devon/lomp/. If there is a confirmed case, a complex situation or an outbreak is declared in your setting you may be asked to join an Incident Management Team or Outbreak Control Team Meeting. Schools should up-date the Schools Emergency Plan to incorporate the above links. The following resources should also be referred to in the event of cases at the setting:</i></p>
Lateral Flow testing (Secondary Schools)	<p><i>Guidance on the coronavirus (COVID-19) testing programme for secondary schools and colleges</i></p> <p><i>With the start of mass testing by Lateral Flow Devices (LFD) in some schools, it is also important to remember that these are only one part of the process and although they are a way of identifying asymptomatic individuals quickly, they are not a replacement for all other fundamental mitigating measures previously in place, but should be used alongside. It is vitally important that schools who are using mass testing do not relax other fundamental measures.</i></p> <p>DfE have created a schools and colleges document sharing platform for asymptomatic testing. This area contains additional information to support schools and college staff in preparing and operating LFT.</p>
Lateral Flow testing (Primary).	<p><i>Guidance on the coronavirus (COVID-19) LFD testing programme for primary staff home.</i></p> <p><i>It is also important to remember that the LFD test are only one part of the process and although they are a way of identifying asymptomatic individuals quickly, they are not a replacement for all other fundamental mitigating measures previously in place but should be used alongside. It is vitally important that schools who are using mass testing do not relax other fundamental measures.</i></p> <p><i>Primary school testing</i> <i>The asymptomatic testing programme offers primary school, school-based nursery and maintained nursery school staff home Lateral Flow Device (LFD) test kits for twice weekly testing. Those who test positive then self-isolate in accordance with the relevant guidance. Pupils are not included in the rapid, regular asymptomatic testing in primary school and nursery settings. Primary school aged children should only be tested if they are symptomatic, and their families should follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection and book a PCR test for the child. Schools may also offer a PCR test kit to the parent or guardian of any primary school child who becomes symptomatic onsite, if they believe that the child faces significant barriers to testing through the usual routes.</i></p>

	Resources for testing: youtube video Google Drive Primary Phase - Google Drive
Pupil related issues	
Vulnerable groups who are clinically, extremely vulnerable.	<p><i>Shielding advice is being paused nationally from 31 March. From 1 April, all CEV children should attend their setting unless they are one of the very small number of children under paediatric or other specialist care and have been advised by their GP or clinician not to attend. Children who live with someone who is CEV should continue to attend their setting as normal.</i></p> <p>Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak - GOV.UK (www.gov.uk)</p>
Children with EHCP and pupils who attend dual settings	<p><i>A risk assessment should be completed before attendance. For dual settings work through the system of controls collaboratively, enabling any risks identified to be addressed and allowing the joint delivery of a broad and balanced curriculum for the child as part of this there should be careful consideration regarding the cross contamination of student bubbles</i></p>
Pupils unable to follow guidance	<p><i>Some students will require additional support to understand the additional requirements that may be part of the guidance. This may involve additional time set aside to support their understanding as well as enhanced communication methods to ensure that expectations and changes are explicit and clear.</i></p>
Pupils equipment	<p><i>Pupils to limit the amount of equipment they bring into school each day, to essentials</i> <i>For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.</i></p>
Member of a class becoming unwell with COVID-19	<p><i>If a child is awaiting collection, they will be moved to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. Allocate a suitable room for this purpose and communicate intentions to staff. Ensure suitable PPE (including fluid resistant face mask) is available at this location.</i></p>
School Uniform	<p><i>Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</i></p>
Transport	

<p>Travel to school and provision of safe school transport:</p>	<p>Consider school transport arrangements and where possible encourage parents and children and young people to walk or cycle to school where possible. Liaise with School Transport Team where further consideration needs to be given to taxi and escort services. The Department for Transport have updated their guidance on home to school transport, and managing a response to an infection. Whilst previously we were advised that those who had travelled in the same vehicle (regardless of vehicle size) and been in contact with someone who has tested positive for coronavirus (COVID-19) would be classified as a “close contact” and asked to self-isolate, this is now <u>not</u> an automatic assumption. We will now carry out a risk assessment for each individual case taking into consideration vehicle size, the degree of face-to-face contact or length of time / proximity to a positive case, and other mitigating factors such as seating plans, Perspex screens around drivers, etc.</p> <p>Ultimately the decision to close a route will remain with the transport co-ordination service, with advice from the public health team, but we will work with you to minimise the impact to students’ learning, whilst ensuring their safety and preventing the onward spread of the virus. Please continue to report positive cases to DCC as we receive these notifications and will be in touch to advise. If you require advice on an individual case please email: schooltransportservicequeries-mailbox@devon.gov.uk</p>
<p>Dedicated school transport, including statutory provision</p> <p>Face coverings & PPE</p> <p>Loading for vehicles above nine passenger seats</p>	<p>transport-to-school-and-other-places-of-education-autumn-term-2020</p> <p>Although there is no requirement for students to sit with the group of students or “bubble” with which they are educated, students should sit in year groups as far as possible when travelling – this will be in ascending year groups front to back (youngest students at the front of the vehicle). Schools may even wish to draw up seating arrangements on vehicles.</p> <p>Consider how you are going to “police” any seating arrangements as this is not the driver’s responsibility – their role is to focus on driving the vehicle safely.</p> <p>Any arrangements will require clear communication between schools and families/students, and school staff should initially be on hand at the end of each day to assist the students.</p> <p>Where possible, transport operators will aim to keep windows on home to school transport open to increase ventilation; or use air conditioning.</p> <p>Ensure organised queuing/boarding and distancing within vehicles if possible.</p> <p>It is now the law that people age 11 and over must wear a face covering on public transport. This law does not apply to school transport. However, TLP, supported by PHE, recommend that people aged 11 and over wear a face covering when travelling on dedicated school transport from the start of the autumn term. However, there are some exemptions: https://www.gov.uk/government/publications/coronavirus-covid-19-safer-transport-guidance-for-operators/coronavirus-covid-19-safer-transport-guidance-for-operators#exemptions-from-mandatory-face-coverings</p> <p>Face coverings should not be worn by those who may not be able to handle them as directed (for example, young students, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission. Drivers may wear face coverings if they wish to, although guidance indicates that PPE is not normally needed on home to school transport.</p> <p>Transport Co-ordination Service will work with operators, schools and parents to manage arrangements for organised queueing and boarding.</p> <p>Students should be asked to respect the driver’s personal space and hold back from entering the vehicle until the driver has indicated it is safe to do so, and then do so one by one in an orderly manner. They should hold their bus</p>

Good practice & personal care	<p>pass so it is visible to the driver (and produce for closer examination if requested). Seats alongside or immediately to rear of the driver may be out of use and if so, would be clearly marked as “out of use” by the operator.</p> <p>ALL students will be expected to abide by the DCC Code of Conduct</p> <p>Students, drivers and escorts should clean their hands, before boarding home to school transport and when arriving at school or home. It should not normally be necessary for students to clean their hands during the journey.</p> <p>Coughs/sneezes – students/parents to be given guidance on good management of coughs and sneezes, in line with the “catch it, bin it, kill it” approach – this will be reinforced in schools. Students should be encouraged to carry tissues on home to school transport. These will need to be disposed of in a covered bin. Where it is not possible to have a bin on board, schools should have a suitable disposal process on arrival.</p>
Carriage of passengers with symptoms	<p>Parents must be advised that students MUST NOT board home to school transport, if they or a member of their household has symptoms of coronavirus. Any child, young person or other learner who starts displaying coronavirus symptoms while at their setting should be sent home immediately. They must not travel on home to school transport. The school should contact the parent or carer who should make arrangements for the child or young person’s journey home. In exceptional circumstances, where this is not possible, and where a symptomatic child or young person or other passenger needs to be transported to their home, you must contact the Transport Coordination Service at DCC. Transport Coordination Service will work with Public Health colleagues to manage any virus outbreak. Students, drivers and passenger assistants who have been in contact with someone that has developed symptoms whilst at school or on home to school transport do not need to go home to self-isolate unless;</p> <ul style="list-style-type: none"> • they develop symptoms themselves (in which case, they should arrange a test) or • the symptomatic person subsequently tests positive (see below) or • if they have been requested to do so by NHS Test and Trace.
Children with Special Educational Needs:	<p>When deciding on the package of measures that is appropriate on transport for children and young people with special educational needs, Transport Coordination Service will need to take account of the particular needs of the children using the transport and will work with the parents and school.</p>
Wider public transport	<p>It is the law that you must wear a face covering when travelling in England on public transport. Some people don’t have to wear a face covering including for health, age or equality reasons. Some transport staff may not wear a face covering if it is not required for their job. You should also wear a face covering in other enclosed spaces where it is difficult to maintain social distancing. For example, at stations and in taxis and private hire vehicles. A taxi driver or private hire vehicle operator may be entitled to refuse to accept you if you do not wear a face covering.</p>
School Transport arrangements support changes to school times	<p>Any alternative access arrangements for when students arrive at the school grounds should be communicated via the school to families/students.</p> <p>Liaising with the School Transport Team before change are made. Follow government guidance https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/vehicles</p>
Curriculum considerations	
Planned return to normal on site curriculum as soon as possible	<p>Substantial modification to the curriculum may be needed at the start of 2020/21, so teaching time should be prioritised to address significant gaps in pupils’ knowledge with the aim of returning to the school’s normal curriculum asap and subject to further national/local restrictions on school opening</p> <p>Remote Learning Policy put in place and shared with parents. Regular updates and contact with parents to support an understanding of pupil engagement and progress dependent on availability of staff and engagement from the family.</p>

	Schools are required to follow national guidance.
The provisioning for Remote Learning.	Schools should be able to show that this is in the best interests of these pupils and this should be subject to communication with parents. Schools should also have a coherent plan for returning to their normal curriculum for all asap. Schools may need to adapt learning to remote education with some subjects such as music and dance needing significant modification of learning activities.
Music, dance and drama activities	<p>Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting and also in drama and dance activities. As a result, schools must refer to the detailed Guidance for Music, Dance and Drama as well as Guidance for the Performing Arts and should take particular care to observe social distancing which may limit numbers taking part in group activity, and prevent physical correction by teachers, and contact between pupils in drama and dance. Further more recent guidance is contained in : Restricting attendance during the national lockdown: schools (publishing.service.gov.uk)</p> <p>Schools should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones. If they are shared, follow the guidance on handling equipment</p> <p>If planning an indoor or outdoor face-to-face performance in front of a live audience, schools should follow the latest advice in the DCMS performing arts guidance, implementing events in the lowest risk order as described. If planning an outdoor performance they should also give particular consideration to the guidance on delivering outdoor events.</p> <p>Schools should consider risk reduction measure such as physical distancing and playing and singing outside wherever possible, limiting group sizes, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. The guidance should be consulted for further information relating to:</p> <ul style="list-style-type: none"> - peripatetic music staff, - cleaning and handling of equipment, - singing and playing brass and woodwind instruments - Avoiding sharing of musical instruments - Handling scripts
Physical activity in schools	<p>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. Schools should refer to the following advice: Coronavirus (COVID-19): grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events - GOV.UK (www.gov.uk) and guidance from Sport England for grassroot sport advice from organisations such as the Association for Physical Education and the Youth Sport Trust. Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider guidance from Swim England on school swimming and water safety lessons available at returning to pools guidance</p>

	<p>documents</p> <ul style="list-style-type: none"> • using changing rooms safely <p>carefully how such arrangements can operate within their wider protective measures.</p> <p>Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.</p>
Practical science, art and D&T lessons	<p>Guidance from CLEAPSS should be followed when planning practical lessons, using resources such as the Guide to doing practical science work during Covid-19, Guide to doing practical work in D&T, food and art, Carrying out practical science work in non-lab environments and for primaries Practical activities in a bubble. Schools must ensure that they stay up to date with the latest guidance in these specialist areas.</p>
Educational visits	<p>School Visits – updated Guidance</p> <p>Educational day visits</p> <p>Any educational day visits must be conducted in line with relevant coronavirus (COVID-19) secure guidelines and regulations in place at that time. This includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination.</p> <p>Schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely. As part of this risk assessment, schools will need to consider what control measures need to be used and follow wider advice on visiting indoor and outdoor venues. Schools should consult the health and safety guidance on educational visits when considering visits.</p> <p>Domestic residential educational visits</p> <p>In line with the roadmap, schools can undertake domestic residential education visits, from 17 May. Any domestic residential educational visits must be conducted in line with relevant COVID-19 guidance and regulations in place at that time. You should keep children within their consistent groups (bubbles) for the purpose of the visit. Specialist advice available from the Outdoor Education Advisory Panel (OEAP). All educational visits must be fully compliant with COVID-19 requirements.</p> <p>Existing bookings</p> <ul style="list-style-type: none"> • Should step 3 commence as planned, you may undertake domestic residential education visits, that are already booked, no earlier than 17 May. • Any domestic residential educational visits must be conducted in line with relevant coronavirus (COVID-19) secure guidance and regulations in place at that time. <p>New bookings</p> <p>For new bookings, whilst there are still gaps in the traditional insurance market regarding COVID-19 cancellation cover, schools should be able to secure appropriate travel insurance for other aspects of their visit.</p> <p>Given the likely gap in COVID-19 cancellation related insurance, schools considering booking a new visit are advised to ensure that any new bookings have adequate financial protection in place.</p> <p>Many providers are now offering no cost deferral to a later date or a full cash refund of all monies paid against a new booking should a deferral not be acceptable. Other measures that may be available include:</p> <ul style="list-style-type: none"> • insurance backing of 'COVID-19 guarantee' • extended payment terms • financial protection in case of insolvency • membership of

	<p>industry organisations</p> <p>You should speak to either your commercial insurance provider, the Risk Protection Arrangement (RPA) or an outdoor education adviser to assess the protection available and make sure it provides suitable protection in the event of a COVID-19 related cancellation. If unsure contact organisations such as the British Insurance Brokers' Association (BIBA) or Association of British Insurers (ABI) for independent advice on insurance cover and options.</p> <p>International visits</p> <p>The government has now published red, amber and green list rules for entering England. Given the complexities attached to international travel at this stage of the pandemic, we recommend schools do not go on any international visits this academic year up to and including 5 September 2021.</p>
<p>Groups of children mixing resulting in risk of more widespread transmission</p> <p>Numbers of pupils on the school site</p>	<p>The latest January 2021 government guidance, Restricting attendance during the national lockdown: schools (publishing.service.gov.uk) aims to reduce the numbers of pupils attending each school. Pupils attending school should be asked to attend full time wherever possible to ensure consistency of 'bubbles', continuity of learning and promote learning from home where parents have alternative arrangements. The Head Teacher has discretion over the implementation of this.</p> <p>Children should be grouped into consistent groups that do not mix to enable track and trace and self-isolation where necessary. 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. Groups should be as small as possible whilst providing the full range of curriculum subjects and for primary this is likely to be up to the size of a year group. 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>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. It is accepted that the youngest children cannot socially distance from each other or staff. Measures should be combined and implemented as far as is possible at all times (even if not always achieved 100% of the time).</p> <p>Large gatherings such as assemblies and with more than one group should be avoided.</p>
Provision of food	
Food prepared on premises is compliant with Covid - 19 health and hygiene guidance	School kitchens must comply with the Guidance for food businesses on coronavirus (COVID-19)
Catering staff are operating in a safe environment	Catering staff to follow the relevant aspects of government guidance for food premises: https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery
Communications with parents and others	

Parents, contractors and other staff entering or working in the building – school complying with external requirements for staff safety	<i>Tell parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus. Inform all visitors, suppliers, and contractors that only pre-arranged calls will be allowed on site. Publish a site telephone number in case of immediate access required.</i>
Suppliers understanding and complying with new arrangements	<i>Discuss new arrangements with suppliers and deliveries to be arranged for quiet times or outside school hours</i>
Communications to parents and staff	<i>Regular communications</i>
Pupils and families anxious about return	<i>Support in place to address concerns and communications with parents on measures in place to reduce anxiety. Clear messaging on expectations for attendance and identification of those who may be disengaged, disadvantaged or vulnerable and where catch up funding may need to be applied.</i>
Parent aggression due to anxiety and stress.	<i>Tell parents their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) to reduce anxiety</i>
Oversight of the governing body	
Lack of Trustee/Governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements	<i>Trustees and the LGB continue to meet regularly via online platforms. The TLP Central Team will oversee the Covid-19 RA and ensure each school meets its statutory responsibilities as governors are not permitted to visit on site. The regular dialogue with the Chair of Governors (CCOG's) and those governors with designated responsibilities is in place. Minutes of governing body meetings are reviewed by the Board of Trustees to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility. The TLP central team are holding schools to account for school effectiveness and COVID-19 management.</i>

School Operation Protocol	
Pre-opening Premises Checks	<p>Pre-opening caretaking & cleaning checks of dormant internal & external areas that are to be used.</p> <p>Internal</p> <ul style="list-style-type: none"> • Caretaker to ensure all statutory compliance checks are up to date (fire system checks, Legionella etc. as per building compliance checklist). • Caretaker to ensure ample stocks of required cleaning materials are in place prior to further opening and ongoing. • Caretaker to ensure body fluids clean up kits are supplied with ample materials. • Areas of the premises that have been out of use to be checked for safety by premises caretaker i.e. fire doors functioning correctly, windows open effectively, classroom sinks and taps flushed. • Caretaker to wedge open all internal doors where possible to prevent human touch • Cleaning team to complete a standard clean on all rooms to be used that have been out of use before carrying out a full sanitising of the room following the agreed procedure. • Caretaker/teaching staff to remove all non-essential furniture (surplus chairs, tables and mobile units) from the classroom. If storage is an issue, tray units can be turned to face the wall, chairs & tables

	<p>stacked etc.</p> <ul style="list-style-type: none"> • Teaching materials (stationary etc) kept to minimum to aid with sanitising after use. • Classroom and corridor surfaces to be kept clear to aid cleaning/sanitising. • Caretaker/cleaning team to ensure ample hand soap, gloves, sanitiser spray, blue cloths, tissues and hand sanitiser are available within each classroom. • Caretaker to ensure all available external windows are opened for maximum ventilation, appropriate to temperature maintenance during cold weather. • Caretaker/cleaning team to ensure toilets are fully stocked with toilet rolls and hand soap. • Caretaker to ensure toilet windows are opened and extraction systems are working to optimum efficiency (filters cleaned). <p>External</p> <ul style="list-style-type: none"> • Caretaker to check entire premises daily to ensure all areas are safe for use. • Caretaker to take all climbing apparatus/high risk areas out of use to prevent cross contamination in areas that cannot be sanitised.
Cleaning and disinfection	<p>Cleaning procedures for expanded numbers of premises users</p> <ul style="list-style-type: none"> • School leaders/caretakers to adapt cleaning staff hours temporarily to match schools new opening hours to ensure upgraded thorough cleaning/sanitising is carried out every day. • School leaders/caretaker to ensure adequate numbers of cleaners are available to complete the level of cleaning required. • Duty Senior Leader or delegated person to brief all staff before starting shifts to changes or incidents that will affect their working pattern. • Caretaker to ensure copies of COSHH risk assessments/safety data sheets are available for sanitiser and other chemicals. • Support & Teaching staff to be trained in the procedure and safe use of classroom sanitiser • Cleaning team to follow the TLP COVID-19 cleaning procedure to all areas – refer to Premises Guidance document for details. • Increase the level of cleaning across the schools, focusing on any contact points, doors, door handles, walls, lockers, desks and chairs. • All rooms waste to be double bagged and place in the skip immediately. • Always reinforce the message to all cleaning teams of the necessity of wearing PPE (gloves and plastic aprons) – carry out spot checks to ensure this is being followed. • Site team to wear face coverings at all times (as per all staff) • To use facecovering/eye protection/gloves and apron for cleaning of isolation rooms following incident • Cleaning if there has been a suspected case in school – refer to Premises Guidance check list. • Systematically use the return to work form for any staff coming back from illness – should be done remotely and digitally and prior to return
Drop-offs and pick-ups	<p>Numbers of pupils onsite are restricted as per the latest government guidance January 2021: Restricting attendance during the national lockdown: schools (publishing.service.gov.uk)</p>

	<p>Drop-offs</p> <ul style="list-style-type: none"> • Develop a drop-off and pick-up plan according to your setting and number of expected pupils – using different entry points as possible • Drop off natural drop off from 8.30am • Communicate the drop-offs plan to parents/carers • Stagger the beginning and end of the school day, so not all pupils enter and leave school at the time or use different exits/entrances if site allows • Set out 2-metre markers on the ground using, tape, cones, barriers or spray if required • Use clear and visible directional, safety awareness and information signage – internally and externally, especially in corridors where needed. • Member of staff positioned at the school entrance to manage and monitor the pupil flow during drop-offs • Do not allow parents/carers to enter the school building during drop-offs and pick-ups – pupils should be let in by staff only • Maintain all doors and gates open during drop-offs • Organise pupils hand washing before joining the group – staff to oversee • Direct pupils to class directly after handwashing • Additional channel for Nursery parent drop off <p>Pick-ups</p> <ul style="list-style-type: none"> • Member of staff positioned at the school entrance to manage and monitor the pupil flow during pick-ups • Communicate the pick-ups plan to parents/carers • Do not allow parents/carers to enter the school premises during pick-ups – pupils should be let out by staff only • Maintain all doors and gates open during pick-ups • Maintain all doors and gates open during pick-ups • Use external doors as much as possible • Additional channel for Nursery parent pick ups • Different pick up areas and times for different classes
<p>Toilets and changing rooms</p>	<p>Toilets</p> <ul style="list-style-type: none"> • Limit the number of pupils in the toilets at any one time in order to respect the social distancing • Each pod allocated own toilet area – review with any increase in numbers • Supervise the journey to and from the toilets • Urinals/trough – condemn one in two urinal and mark the floor using tape • Frequently ventilate the toilets and check the cleanliness and good working order of the extractors • Supervise hand washing if possible • Insure adequate stock throughout of soap, paper towels and toilet paper • Organise cleaning inspection throughout the day

	<ul style="list-style-type: none"> • Insure deep clean of all toilets on a daily basis – follow cleaning procedure <p>Changing Rooms (if absolutely necessary) – No use of lockers or changing rooms</p>
Classrooms	<p>The classroom should be set in order to respect the social distancing as much as reasonably practical.</p> <ul style="list-style-type: none"> • Set 2 M distancing in secondary schools from teacher to pupils • Teachers (primary and secondary)/ pupils (secondary) to wear PPE in communal areas such as corridors, meeting places • Allocate one teaching group per space and where possible keep pupils constant • Set the tables accordingly – theatre style or other – avoiding face to face between pupils • Child to have own equipment and own table and chair • Remove any unnecessary furniture in order to create maximum available space • Avoid tables next to entry and exit door in order to achieve physical distancing of 2 metres when entering or exiting the class • Reduce the movement within the class • Set up a visible class one way traffic - arrows on the floor (tape) if required • Ventilate the class before, during and after use as much as practically possible • Minimise as much as possible the number of objects, equipment used by the pupils – especially small items • Sanitize all equipment and surfaces as often as possible throughout the day • Consider use of outdoor learning environment for teaching • Removal of soft furnishings • Additional cleaning of shared equipment/toys during school day • Specialist items to meet SEND needs are kept individual to each child <p>Before class</p> <ul style="list-style-type: none"> • Open all windows for natural ventilation • Check the set up of the class • Prop the door open (external if possible) • Guide the group respecting the directional arrows - one way system • Check that all teaching equipment has been cleaned and disinfected <p>During class</p> <ul style="list-style-type: none"> • Monitor and enforce social distancing between pupils, teacher and support teaching staff • Avoid exchange of personal objects • Use outside areas as much as possible <p>At the end of class</p> <ul style="list-style-type: none"> • Prop the door open (external if possible) • Check that the corridors are free

	<ul style="list-style-type: none"> • Guide the group respecting the directional arrows - one way system
Movement within the school	<ul style="list-style-type: none"> • Create a one way system within the school if possible – keep left • Place in strategic position simple directional signage around the school – poster, arrows, colour scheme.. • Adopt, whenever possible, a propped open door policy within the school to avoid contact points and potential cross contamination. (Exception to propped doors – for areas eg Kitchen where there is higher risk) Propped doors must be closed on fire alarm evacuation. • Use external doors as much as possible • Monitor and enforce social distancing while in corridors • Stagger arrival, departure, breaks, lunch as much as possible and communicate timings to all staff
Breaks	<ul style="list-style-type: none"> • Handwashing before and after breaks • Avoid more than 1 group to take a break at the same time in the same location <ul style="list-style-type: none"> ○ Stagger break time and communicate between classes ○ Assign designated areas for each group if possible ○ Use external areas as much as possible ○ Use external doors for exit and entry as much as possible • Monitor and enforce social distancing • No physical contact games • Avoid the use of outdoor play equipment or disinfect after each use – each pod has own equipment kept in classroom – left for cleaning each day • Propose games and activities which comply with social distancing • During bad weather use the hall if possible, enforcing the same rules as for external play • Organise and supervise handwashing after breaks before re-integrating the classroom <p>Before the Breaks</p> <ul style="list-style-type: none"> • Double check the timing and location • Avoid crossing path with another group • Check that any outdoor play equipment is not accessible or has been disinfected if used <p>During the Breaks</p> <ul style="list-style-type: none"> • Monitor and enforce social distancing • Provide face masks and gloves to staff on duty in case of close assistance required • Ban exchange of personal objects • Pods first aid pouch taken out – contains PPE • External doors of classroom open for air change <p>After the Breaks</p>

	<ul style="list-style-type: none"> • Avoid crossing path with another group • Organise and supervise handwashing after breaks before re-integrating the classroom
Lunch – Packed lunch and school dinners	<ul style="list-style-type: none"> • Keep pupils in learning groups which then play • Packed lunch to be eaten in classrooms or outside (weather permitting) • Kitchen to consider cold food option (Packed lunch style) delivered in classrooms or outdoor • Youngest children – food delivered to classroom in specialist boxes • Other children collect food from kitchen and return to classroom • Organise staggered time for school dinners • Calculate the maximum number of pupils within the school hall in order to achieve the recommended physical distancing of 2 metres, where possible – EYFS and Year 1 children in hall to maintain distancing between group. Rest of school eat in classrooms. • Set the tables accordingly – theatre style or other – avoiding face to face between pupils • Avoid tables next to entry and exit door in order to achieve physical distancing of 2 metres when entering or exiting the class • Reduce the movement within the school hall • Set up a visible one-way traffic - arrows on the floor (tape) or cones • Ventilate the hall before, during and after use as much as practically possible • Handwashing before and after meals – to be supervised • Clean and sanitize tables and chairs immediately after use – using the recommended food safe cleaning products • Provide face mask and gloves to Teaching Meal Assistant – especially when close assistance is required • In order to minimise movements; <ul style="list-style-type: none"> ○ MTA for each pod takes food clearing equipment and returns all to kitchen after use • Remind pupils at the beginning of meal not to share food, water or cutlery • Provide bins for pack lunch rubbish and dispose off ASAP
First Aid	<ul style="list-style-type: none"> • All classrooms/pods to have own basic first aid kit • Children supported by pod adults to wipe or apply plaster. Online First aid record then completed • If physical support required eg to put on plaster for younger child – staff member to wear gloves. Wipes and gloves to be double bagged and disposed of in yellow bins. • Lead first aider /SLT called to support first aid requiring bodily fluids. PPE to be worn. • Lead first aider to review first aid log and action contact with parents as NOP of First Aid policy
Sports and other manual and cultural activities	<p>Sports Activities</p> <ul style="list-style-type: none"> • Wash hands prior to and after activity • Reduce contact sports activity • Enforce a 5 metres physical distancing for speed walk and 10 metres for running • Avoid ball and contact sports • Avoid using PE equipment likely to be used by numerous pupils - or disinfect after each use • Promote individual sports activity in order to keep social distancing • Ask pupils to come to school in their PE kit on, on PE days

	<p>Other manual or cultural activities</p> <ul style="list-style-type: none"> • Ask pupils to bring their own art equipment or provide each pupils with an individual set • Avoid exchange of material and equipment between pupils • Avoid the use of the library and books • Use the digital screens/medium as much as possible • Avoid any activities which requires touching shared surfaces and objects • Avoid contact point activities or activity which requires close contact i.e. dance, gymnastics, contact sport...
Staff	<p>Common Rules</p> <ul style="list-style-type: none"> • Teachers and support staff are permitted to wear face coverings at any point in their work place • No one with any Covid 19 symptoms should be working and should self-isolate • Staff to use isolation room if waiting to go home • Respect the 2 metre social distancing at all time • Single use gloves to only be used during meal time, first aid, playtime, caretaking and cleaning – refer to other sections of RA for details • Attend all school briefing and meetings • Get briefing from Duty Senior Manager or delegated person before starting day/shift • Avoid using shared equipment if possible or clean after each use i.e. photocopier, computer... • Use own equipment i.e. pens, laptops and disinfect regularly • Avoid large group in shared spaces – stagger access times • Repeat Coronavirus guidance regularly to all groups • Clean and disinfect your place of work and equipment as often as possible i.e. classroom computer, desk and chair. • Each member of staff to have access to PPE and basic cleaning, material and equipment • Regularly cleanse hands at the start, during the day and at the end of day/shift • Replenish as required infection control measures in the school such as sanitiser, tissues etc. • Systematically use the return to work form for any staff coming back from illness – should be done remotely and digitally and prior to return • Entry through front door, wash hands, sanitise, temp check, sign in (digital) – check in with duty leader/line manager • Lateral flows are available to be taken at home x2 a week. Reporting in place to track and trace and school. <p>Reception and admin staff (as above)</p> <ul style="list-style-type: none"> • Reduce visitors to absolute minimum and strictly no volunteers • Interaction with visitors at reception – use the privacy glass (if in place) • No sharing of pens and regular disinfection of counter • Permanent contact with Senior Manager (SM) – via mobile phone – authorised for use during lock down period • Regular check ups from other team members • Regularly cleanse hands and work station especially at the start and end of shifts

	<p>Catering staff</p> <ul style="list-style-type: none"> • Special attention to cleaning and disinfection of any surfaces and equipment with food contact • Reduce the number of catering personnel – adapt the catering offer accordingly • Wear face mask single use gloves and aprons during the food prep and service • Use your own knives as much as possible • All dirty uniform and laundry to be bagged as soon as the end of the shift for contracted or personal cleaning <p>Caretaker</p> <ul style="list-style-type: none"> • Use own equipment/tools as much as possible or disinfect before and after each use • Wear single use gloves at all time and change after each tasks • Respect the 2 metre social distancing at all time and if any task requires more than one individual, the correct procedure (method statement) should be followed and the correct PPE should be used • Work independently as much as possible • Clean any surfaces after any contacts – disinfectant wipes or other specialised products • Wash hands regularly, even if wearing gloves • Re-evaluation of risks – especially infection – for each tasks taking into considerations the context and environment <p>Cleaners</p> <ul style="list-style-type: none"> • Use own equipment/tools as much as possible or disinfect before and after each use • Wear single use gloves at all time and change after each tasks • Wear face mask at all time during cleaning duties • Wear gloves, face masks, aprons and overshoes to clean and disinfect any suspected infected areas • Respect the 2 metre social distancing at all time • Work independently as much as possible • Clean any surfaces after any contacts – disinfectant wipes or other specialised products • Wash hands regularly, even if wearing gloves • Re-evaluation of risks – especially infection – for each tasks taking into considerations the context and environment
<p>Other building areas</p>	<p>Staff Room</p> <ul style="list-style-type: none"> • Observe the 2 metre rule with each other at all time • Stagger the breaks and lunch times – minimise the number of chairs used • Max numbers in different staff rest rooms – 8/6/4 • No sharing of foods • Do not eat face to face

	<ul style="list-style-type: none"> • Avoid speaking face to face to avoid saliva droplets • All cutlery/crockery to be washed immediately after use – hot soapy water or dishwasher • Clean and sanitise table and chair immediately after use – cleaning product to be made available • Cover food when using the microwave <p>Meeting Rooms</p> <ul style="list-style-type: none"> • Consider meeting virtually if at all possible – even within the same building • Use a room able to accommodate the number of participants in order to respect the 2 metres social distancing • Avoid seating face to face • Clean and disinfect table, chairs and equipment before and after use • Ventilate the room before, during and after use • Avoid use of paper document – use digital screen as much as possible • Provide tissue and hand sanitiser • Discard of any rubbish immediately after the meeting <p>Offices</p> <ul style="list-style-type: none"> • Ventilate the room before, during and after use • In shared offices – do not seat face to face • Use own equipment if possible • Clean and disinfect desk, chairs and equipment before, during after use <p>Meetings with Parents</p> <ul style="list-style-type: none"> • Avoid face to face meetings if possible – use phone calls or IT meetings • Meet the family outside applying the 2 metres social distancing if possible, and if not follow the ‘ Meeting Rooms Guidance’
Deliveries	<ul style="list-style-type: none"> • Reduce numbers of deliveries as much as possible • All non-catering deliveries to be left at main entrance lobbies • Catering deliveries to be left outside kitchen entrance door – NO DELIVERY DRIVERS SHOULD ENTER THE KITCHEN
Contractors	<ul style="list-style-type: none"> • Cancel all non-essential visits – refer to Premises Guidance document for details • All pre booked contractor which cannot be rearranged should be sent a ‘Self Declaration’ form in advance of the visit and where possible they should have returned in advance. The visitor should also bring the signed form with them to site or will be required to sign a new form upon arrival, if they cannot confirm they are well via this document they will not be allowed on any of our schools
Suspected Infection	<ul style="list-style-type: none"> • First Aid staff including those responsible for sending ill pupils home to be briefed on the signs and symptoms and procedure for informing SM (who) about concerns of COVID19 infection • Brief all staff on the signs and symptoms of COVID19

	<ul style="list-style-type: none"> • Constant monitoring of all pupils and staff during the operating hours • When and if suspected case; <ul style="list-style-type: none"> ○ Pupils (1 per room) – follow the ISOLATION PROCESS procedure and Premises Guidance – see separate document ○ Staff (1 per room) – follow the ISOLATION PROCESS procedure and Premises Guidance – see separate document <ul style="list-style-type: none"> ➤ Systematically use the return to work form for any staff coming back from illness – should be done remotely and digitally and prior to return
Staff shortage	<ul style="list-style-type: none"> • Inform school Leaders and TLP and consider closing part or all of the school • Premises staff – catering, cleaning and caretaking – inform school Leaders and TLP Estates Central team
Fire Evacuation Procedures	<ul style="list-style-type: none"> • Review Risk Assessment and Premises Fire Evacuation Procedure – share with all staff • Caretaker to ensure all fire doors are unlocked and escape routes are clear at all times • All staff to familiarise themselves with the evacuation route/point identified for the room/area they are using

Assessor's Recommendations - Additional Control Measures or Actions