

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

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| Site / school name: | Teddington School | | |
| Name(s) of person(s) covered by this assessment: | <ul style="list-style-type: none"> ▪ Students ▪ Staff: <ul style="list-style-type: none"> ▪ Classroom based staff ▪ Catering staff ▪ Cleaning staff ▪ Office staff ▪ Premises / site staff ▪ SMSAs ▪ Contractors | | |
| Tasks and activities covered by this risk assessment: | <ul style="list-style-type: none"> ▪ Full re-opening of schools from 8 March 2021 ▪ Pick up and drop off from school ▪ Cleaning and sanitisation ▪ Food provision ▪ Potential remote working of some staff and students | | |
| Equipment and materials used: | <ul style="list-style-type: none"> ▪ General class and teaching materials ▪ Practical equipment and materials ▪ Sports and PE equipment ▪ Cleaning materials and equipment | | |
| Location(s) covered by this risk assessment: | <ul style="list-style-type: none"> ▪ All school premises and grounds | | |
| Name of person completing this risk assessment: | Chris Daniel, Kathy Pacey | Date of completion: | 3.3.21 |
| Risk assessment approved by: | Steve Price | Date of approval: | 5.3.21 |
| Date risk assessment to be reviewed by: | Monthly | Risk assessment no: | Version 3A – 24 February 2021 |

Record of risk assessment reviews

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| Date of review: | 24 February 2021 | Reviewed by: | Jon Robinson | Comments / date of next review: | <ul style="list-style-type: none"> ▪ Significant amendment to reflect updated DfE guidance for school reopening from 8 March 2021, including a revised system of controls. ▪ Main changes are: <ul style="list-style-type: none"> ▪ DfE guidance notes removed, page references included only ▪ Updated system of controls ▪ Use of face coverings in secondary schools ▪ Asymptomatic testing for primary and secondary schools – (further guidance on this is due from DfE) ▪ Latest information on CEV and CV persons and those at increased risk from COVID-19. ▪ Updated guidance on curriculum provision and wraparound provision ▪ Included page numbers to enable easier cross reference to DfE Schools Coronavirus (COVID-19) Operational Guidance ▪ Added contents page for easier navigation through this template |
| Date of review: | 3 March 2021 | Reviewed by: | C Daniel | Comments / date of next review: | <ul style="list-style-type: none"> ▪ All school operational detail added from previous version of this RA, and updated to reflect the phased return to school from 8.3.21 |
| Date of review: | 31 March 2021 | Reviewed by: | C Daniel, K Pacey | Comments / date of next review: | <ul style="list-style-type: none"> ▪ Review of the return to school and updated to reflect operational changes for Half Term 5 – updates on visitors, location of the Covid medical room, location and disposal of contaminated waste, asymptomatic testing on the school site and curriculum bubbles escorting. |

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System of controls

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

Prevention

You must always:

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

In specific circumstances:

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

Response to any infection:

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

| Risk assessment | |
|---|---|
| What are the hazards? | <ul style="list-style-type: none"> Potential for spread of COVID-19 between persons at school showing symptoms of coronavirus or those who are confirmed to have coronavirus. |
| Who might be harmed and how? | <ul style="list-style-type: none"> Staff, pupils, contractors, and visitors may catch COVID-19 via direct or indirect contact with carriers whilst on site. Potential for spread to other family members / persons. |
| <p>Note: We have specifically removed any rating or scoring from this risk assessment. We do not feel this adds any significant benefit to this untypical situation. You may wish to prioritise any actions, but the basis of the approach to mitigating the risks from coronavirus is such that all measures should be carried out alongside each other rather than in sequence. The planning and assessment you undertake will form the basis of an overall plan to manage the risks specific to your setting and that is the most important aspect of this process.</p> | |

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

| Measures to consider | What do you need to do at your school to manage this | Who will do this? | By when? | Completed on: |
|--|---|--|----------|--|
| SYSTEM OF CONTROLS – PREVENTION | | | | |
| 1. Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school (DfE page 8) | | | | |
| <ul style="list-style-type: none"> Is there a procedure for managing suspected or positive cases of coronavirus? How will this be communicated to the school community? Consider what information or measures may be needed at school gates and entrances to the building, as well as on the school website. How will visitors to site be managed? Is there an appropriate room identified that can be used to isolate someone with symptoms whilst they are awaiting collection? Have welfare staff and others been trained in measures to take? Have welfare staff and others been provided with PPE and training on its use? | <ul style="list-style-type: none"> Regular communication home – headteacher’s letter and regular posting of information on the school’s website All staff aware of procedure and where further support in school can be gained from All entrance gates have statement telling visitors the importance of coming on site for essential visits only. Visitors to be discouraged and remain as essential only – guidance updated at Easter to allow visitors for curriculum enhancement Notice in reception for visitors regarding procedures in school SLT have received specific training on managing positive cases | <p>KP</p> <p>KP/CD</p> <p>CD</p> <p>CD</p> <p>HW</p> <p>KB to SLT</p> <p>CD/HW</p> | | <p>Ongoing</p> <p>Done</p> <p>Done</p> <p>Done</p> <p>Done</p> <p>Done</p> |

| Measures to consider | What do you need to do at your school to manage this | Who will do this? | By when? | Completed on: |
|--|---|--|----------|--|
| <ul style="list-style-type: none"> How will the school manage and monitor those persons who are required to isolate e.g. those who have been in close contact with a positive case or have been instructed to do so? | <ul style="list-style-type: none"> The BET Office has been repurposed as Covid-medical room and will be used for those with symptoms This room contains PPE and welfare officer clear on procedures Regular communication home with anyone self-isolating and written communication to confirm return dates. | <p>CD</p> <p>SLT</p> | | <p>Done</p> <p>Ongoing</p> |
| 2. Ensure face coverings are used in recommended circumstances (DfE page 11) | | | | |
| <ul style="list-style-type: none"> Schools should have a process for when face coverings are worn within your school and how they should be removed. You should communicate this process clearly to pupils, staff and visitors and allow for adjustments to be made for pupils with SEND who may be distressed if required to remove a face covering against their wishes. Safe wearing of face coverings requires the: <ul style="list-style-type: none"> Cleaning of hands before and after touching – including to remove or put them on – Safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully. Staff and pupils may consider bringing a spare face covering to wear if their face covering becomes damp during the day. Pupils must be instructed to: <ul style="list-style-type: none"> Not to touch the front of their face covering during use or when removing it Dispose of temporary face coverings in a ‘black bag’ waste bin (not recycling bin) Place reusable face coverings in a plastic bag they can take home with them Wash their hands again before heading to their classroom | <ul style="list-style-type: none"> The whole school community are recommended to wear face coverings These will be required in communal areas. Staff and students are advised to wear face coverings in all other areas, including classrooms where social distancing (2m) cannot be maintained and as a temporary extra measure Those requiring an exemption can contact the school to confirm this and communication home has confirmed this. A list of these students will be made available to staff A small stock of additional face coverings is in school with the welfare officer for replacements/extras if students do not have one and require one Communication to staff re: use of visors All rooms and communal areas have signs to denote where face coverings should be worn Regular reference at staff briefings to ensure the message remains consistent. | <p>KP</p> <p>KP</p> <p>CD to distribute</p> <p>KP</p> <p>SLT</p> <p>KP</p> | | <p>Done</p> <p>Done</p> <p>Done</p> <p>Done</p> <p>Done</p> <p>Ongoing</p> |

| Measures to consider | What do you need to do at your school to manage this | Who will do this? | By when? | Completed on: |
|--|--|--|----------|---|
| <ul style="list-style-type: none"> ▪ Due to the increasing use of face coverings in wider society, staff and pupils are already likely to have access to face coverings. You should have a small contingency supply for people who: <ul style="list-style-type: none"> ▪ Are struggling to access a face covering ▪ Are unable to use their face covering as it has become damp, soiled or unsafe ▪ Have forgotten their face covering ▪ Face visors are not an alternative to face coverings ▪ Is there an understanding of exemptions for wearing of face coverings? | | | | |
| 3. Ensure everyone is advised to clean their hands thoroughly and more often than usual (DfE page 14) | | | | |
| <ul style="list-style-type: none"> ▪ Consider how often pupils and staff will need to wash their hands and incorporate time for this in timetables or lesson plans. ▪ Are there enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly? ▪ Ensure supervision of hand sanitiser use given the risks around ingestion. Skin friendly skin cleaning wipes can be used as an alternative. ▪ Build these routines into school culture, supported by behaviour expectations and helping ensure younger pupils and those with complex needs understand the need to follow them ▪ Sufficient quantities of cleaning supplies and hand soap to be maintained. ▪ All staff will be briefed weekly as a minimum on expected hygiene standards. ▪ All staff instructed to actively monitor to ensure all pupils and colleagues are adhering to principles of good hygiene. | <ul style="list-style-type: none"> ▪ All entry points to the school have sanitiser stations ▪ All students encouraged to sanitise hands at entry to school and before lunch ▪ Staff and students told to wash hands with soap and hot water throughout the day ▪ Stock management to be rigorous by premises team with regular communication to Brayborne (cleaning company). ▪ All staff are issued with personal supplies of hand sanitiser and have access to toilets and sinks for additional hand washing opportunities. | Premises KP message KP message Premises CD | | Done Recurring Recurring Recurring Done |
| 4. Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach (DfE page 14) | | | | |

| Measures to consider | What do you need to do at your school to manage this | Who will do this? | By when? | Completed on: |
|---|--|--|----------|---|
| <ul style="list-style-type: none"> ▪ Are there enough tissues and bins available in the school to support pupils and staff to follow this routine? ▪ Ensure that younger children and those with complex needs are helped to get this right. ▪ Are there risk assessments in place for pupils with complex needs who will struggle to maintain as good respiratory hygiene as their peers? ▪ All staff should be briefed weekly as a minimum on expected hygiene standards. ▪ All staff instructed to actively monitor to ensure all pupils and colleagues are adhering to principles of good hygiene. | <ul style="list-style-type: none"> ▪ Premises staff to monitor supplies ▪ Reminder through the heads weekly briefing to staff ▪ Enhanced cleaning regime to include regular bins emptying and wiping ▪ Catch it, bin it, kill it posters to be displayed in all prominent areas ▪ Risk Assessments to be completed for any students with complex needs. | Premises KP CD SLT Inclusion | | Ongoing Ongoing Done Done Ongoing |
| 5. Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products, such as detergents (DfE page 15) | | | | |
| Enhanced cleaning regime | | | | |
| <ul style="list-style-type: none"> ▪ Is there an enhanced cleaning regime in place and are all cleaners and staff aware of measures to take? ▪ Are high contact items such as door handles, including main entrance doors and commonly used doors cleaned more frequently? ▪ Are bins are emptied throughout the day? ▪ IT equipment should ideally be used by one person as a designated workstation. Where possible IT equipment should be cleaned (wiped down) pre use and at the end of the day. | <ul style="list-style-type: none"> ▪ Cleaning contract amended to include more daytime hours. Enhanced regular cleaning includes all touch points and welfare facilities ▪ Premises staff to QA cleaning quality daily and provide immediate feedback to SBM if required ▪ All teaching staff use own laptops so no sharing of devices needed ▪ All support staff in offices have a designated desktop ▪ Spray and wipes available for all staff in communal areas such as the staff room to wipe down shared touch points before and after use and signs to remind this ▪ All IT equipment to be cleaned as part of cleaning regime. ▪ As much as possible all staff will be provided with laptops to ensure no sharing is needed. | CD Premises Premises | | Done Ongoing Ongoing |
| Hazards from using new or different hazardous products | | | | |
| <ul style="list-style-type: none"> ▪ Ensure that any hazardous substances that are used because of changes to cleaning or hygiene regimes have a COSHH risk assessment. | <ul style="list-style-type: none"> ▪ Liaison with cleaning contractors to confirm all products and COSHH Risk Assessments are both in place and copies | CD | | Done and periodical checks |

| Measures to consider | What do you need to do at your school to manage this | Who will do this? | By when? | Completed on: |
|--|---|---|----------|---|
| <ul style="list-style-type: none"> Ensure that any significant findings or precautions are shared with those using the products. It should be noted that in most if not all cases these will be lower risk items. | are available in cleaning cupboards and with premises team. | | | |
| Principles of cleaning after an individual with symptoms of, or confirmed COVID-19, the case has left the setting or area | | | | |
| <ul style="list-style-type: none"> Is there a procedure in place for cleaning an area a person with symptoms of COVID-19 or a confirmed case of COVID-19 has been? Is the appropriate PPE being used? Are appropriate cleaning products or methods being used? | <ul style="list-style-type: none"> Risk area identified is closed off and specialist cleaning team must clean the room before it can be reused Cleaning team for these circumstances aware of PPE regulations Clear door signage when this rule is in place Premises staff can disable door access if there is a risk the room is in a high-traffic area and extra control is needed. | CD & Premises CD CD Premises | | As needed Done As needed As needed |
| Contaminated waste | | | | |
| <ul style="list-style-type: none"> Personal waste from individuals with symptoms of COVID-19 and waste from cleaning of areas where they have been (including PPE, disposable cloths and used tissues) should be: <ul style="list-style-type: none"> Put in a plastic rubbish bag and tied when full The plastic bag should then be placed in a second bin bag and tied This should be put in a suitable and secure place and marked for storage until the individual's test results are known This waste should be stored safely and kept away from children. It should not be placed in communal waste areas until negative test results are known, or the waste has been stored for at least 72 hours. If the individual tests negative, this can be disposed of immediately with the normal waste. If COVID-19 is confirmed this waste should be stored for at least 72 hours before disposal with normal waste. | <ul style="list-style-type: none"> Designated CV19 bin in the Covid medical room Welfare Officer to make premises aware if the bin has contents Premises aware of procedures for differentiating such waste if required. | CD/Welfare Officer Premises | | Done Done |
| 6. Consider how to minimise contact across the site and maintain social distancing wherever possible (DfE page 15) | | | | |

| Measures to consider | What do you need to do at your school to manage this | Who will do this? | By when? | Completed on: |
|---|---|--|----------|--|
| How to group children | | | | |
| <ul style="list-style-type: none"> ▪ Consider the minimum size groups you can manage whilst delivering the curriculum. ▪ Can consistent groups be maintained wherever possible? ▪ Are pupils able to socially distance? ▪ Does the layout of the building make it easier or harder to keep groups separate? ▪ Groups should be kept apart from other groups. This could be through using different parts of the school for each group, limiting sharing of rooms and social spaces, varying break and lunch times and limiting movement between lessons. ▪ Social distancing should be reinforced within groups, particularly for older children. ▪ Where staff need to move between groups are they able to maintain their distance as much as possible and ideally 2 metres from pupils and other adults? ▪ Are cleaning arrangements in place for shared spaces? | <ul style="list-style-type: none"> ▪ School split into 6 bubbles – Years 7-11, then Yrs 12 and 13 as one bubble ▪ Each bubble has an entrance and exit point, staircase and set of classrooms ▪ Each bubble has a lunchtime and break outdoor space and will go through the servery in a controlled and distanced way ▪ All classrooms set-up so all desks face the front ▪ Extra-curricular activities will recommence again and will be carefully monitored and controlled. ▪ All floors to be zoned and physical barriers in place ▪ All assemblies will be delivered through <i>Teams</i> in tutor group rooms rather than mass delivery ▪ Staff will move between bubbles as needed and have a sanitiser each to use as they see appropriate and following the school's guidance when moving around the school ▪ Toilets and sinks are marked for each bubble ▪ The Inclusion team will be deployed as needed but only using specific rooms within each bubble | <p>KP/KB/CD</p> <p>KP/KB/CD</p> <p>KP/KB/CD</p> <p>KP/KB/CD KP/KB/CD</p> <p>KP/KB/CD Tutors</p> <p>All staff</p> <p>Premises Inclusion</p> | | <p>Done</p> <p>Done</p> <p>Done</p> <p>Done Done/Ongoing Done Ongoing</p> <p>Ongoing</p> <p>Done Ongoing</p> |
| Measures within the classroom | | | | |
| <ul style="list-style-type: none"> ▪ Can changes be made in classrooms to support distancing where possible? ▪ A 2m space around the teacher's desk should be maintained as far as is possible. ▪ Consider if moving furniture will also allow for better access routes maximising distance from other desks or allowing for seating side by side and front facing etc. ▪ Can support and other staff maintain a 2m distance from other adults in the classroom? | <ul style="list-style-type: none"> ▪ All teachers to use their own laptop to deliver a lesson – no shared desktops ▪ All desks to face the front of the room as much as possible (some rooms have built in furniture and their usage will be minimised) ▪ All doors to be propped open and in each room opened each day by Premises ▪ No assemblies – all will be delivered remotely via TEAMS to tutor groups in their classrooms ▪ 2m distance at the front of classrooms to the teacher – marked on floor | <p>Premises</p> <p>Premises</p> <p>Premises</p> | | <p>Done</p> <p>Done</p> <p>Done</p> |

| Measures to consider | What do you need to do at your school to manage this | Who will do this? | By when? | Completed on: |
|---|---|---|----------|--|
| | <ul style="list-style-type: none"> All staff to have own hand sanitiser and be encouraged to use before and after needing to use any potential unavoidable communal devices such as printers. | | | |
| Measures for arriving at and leaving school | | | | |
| <ul style="list-style-type: none"> Consider staggered starts or adjusting start and finish times to keep groups apart. A staggered start may, for example, include condensing / staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour. Consider how to communicate the arrangements for drop off and collection to parents and reinforce it, as necessary. | <ul style="list-style-type: none"> Adjusted finish time to allow each year group to leave with some space between next group Each entrance will have clear signage All students and staff will receive communication home for procedures Staff will be based on entrance points to support the start of the school day No parents on site without a prior appointment Bike sheds to be zoned. | KP Premises KP SLT Premises | | Done Done Done Done Done |
| Travelling to school | | | | |
| <ul style="list-style-type: none"> Promote walking or cycling to school where possible. Remind pupils and staff using public transport to follow safer travel guidance including wearing of face coverings for people over the ages 11. Dedicated school transport should follow safer transport guidance as well including wearing of face masks. Distancing should be maximised and mixing of groups should be minimised where possible and practical. | <ul style="list-style-type: none"> Communication home to encourage safe travel and reminders to adhere to restrictions in force at the time. | KP | | Done |
| Other considerations including SEND and visitors to school | | | | |
| <ul style="list-style-type: none"> Refer to additional guidance on supporting pupils at school with medical conditions including reviewing EHC plans. Consider how to manage visiting and support staff to maintain social distancing measures. Consider what arrangements are required for contractors and visitors including arranging visits out of hours or remote meetings where possible. Records of visitors must be kept to support NHS Test and Trace. | <ul style="list-style-type: none"> Enhanced visitor logbook to include appropriate track and trace details - visitors to be signed in by office staff so no sharing or touching of visitor books or pens Visitors encouraged to scan NHS track and trace QR code All visitors must be deemed as essential to take place on site Specific instructions given to HoDs where they have students enrolled who attend more than one site. This | HW HW HoDs/CD/K P | | Done Done As needed |

| Measures to consider | What do you need to do at your school to manage this | Who will do this? | By when? | Completed on: |
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| <ul style="list-style-type: none"> Work with other establishments to devise appropriate arrangements where children attend more than one setting. Also see specific section on EHC. | includes hybrid teaching where possible to reduce attendance across multiple sites on consecutive days. | | | |
| Equipment | | | | |
| <ul style="list-style-type: none"> Are staff and pupils reminded to use their own pencils and pens? Are there measures to limit sharing of resources as much as is possible and kept within bubbles? Are there measures to limit what is brought into and taken home from school? Is there a consistent policy for marking books? Are classroom resources included as part of an enhanced cleaning regime? Are shared resources cleaned between use? Is outdoor playground equipment cleaned more frequently? Refer to CLEAPSS guidance for advice on cleaning science and D&T equipment. | <ul style="list-style-type: none"> All students received a letter of what they should bring to school Resources in each classroom limited to one 'class pack' - when resources are used, they are kept and not given back Staff marking and feedback protocols updated for 20/21 to minimise interactions and moving of books and resources Homework where possible to be online through Teams or SMHW to reduce hand ins Students to be timetabled to wear PE kit on their PE days to reduce changing and carrying of extra bags and equipment | KP SLT KP/KB KB/MPM | | Done Done Done Done |
| Parent pick-up and drop-offs | | | | |
| <ul style="list-style-type: none"> How will arrangements for pick-up and drop-offs be communicated to parents? How will gathering at the school gates be monitored and managed? How will appointments be managed? | <ul style="list-style-type: none"> Specific before and after school duties for staff to ensure students do not loiter and head straight home Nature of the site means parents wait in cars if in the car park to collect students | PMG | | Done |
| 7. Keep occupied spaces well ventilated (DfE page 21) | | | | |
| <ul style="list-style-type: none"> If air handling systems that move air between rooms are used set them to use a fresh air supply and do not recirculate air. Standalone room units can operate as normal. | <ul style="list-style-type: none"> Doors in each room propped open Rooms with external windows have these opened by Premises each day Air-con is serviced regularly and filters changed by professionals, testing carried out as required | Premises Premises Premises | | Done Done Done |

| Measures to consider | What do you need to do at your school to manage this | Who will do this? | By when? | Completed on: |
|---|--|-------------------|----------|---------------|
| <ul style="list-style-type: none"> ▪ The PPE that should be used in the following situations when caring for someone with symptoms of coronavirus (COVID-19) is: <ul style="list-style-type: none"> ▪ A face mask should be worn if a distance of 2 metres cannot be maintained ▪ If contact is necessary, then gloves, an apron and a face mask should be worn ▪ Eye protection if a risk assessment determines that there is a risk of fluids entering the eye, for example, from coughing, spitting or vomiting ▪ Where staff have been identified as needing PPE, have they been provided with appropriate supplies? ▪ Have staff identified as needing PPE been provided with appropriate training and information on correct use and disposal? | | | | |
| 9. Promote and engage in asymptomatic testing, where available (DfE page 23) | | | | |
| <ul style="list-style-type: none"> ▪ Communicate and promote importance of asymptomatic testing ▪ Refer to asymptomatic testing section below for further information and assessment. | <ul style="list-style-type: none"> ▪ Clear communication to the whole school community regarding the testing process we are offering and the reasons and benefits for this ▪ List of students that do not give their consent for testing | KP | | Done |
| | | KB | | Done |
| SYSTEM OF CONTROLS – RESPONSE TO ANY INFECTION | | | | |
| 10. Promote and engage with the NHS Test and Trace process (DfE page 23) | | | | |
| <ul style="list-style-type: none"> ▪ Is there a clear understanding in the school around NHS Test and Trace procedures? ▪ Have the requirements around symptomatic testing been communicated to all parties? ▪ Have all parties been told that they must inform the school of the results of any test as soon as possible? ▪ Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. ▪ Home testing kits can be given directly to parents/carers collecting a child who has developed symptoms at school, | <ul style="list-style-type: none"> ▪ Symptomatic members of the community should not attend site ▪ Clear guidance given when someone informs us of their situation ▪ All staff to be provided with a PCR test ▪ All members of the community know to contact the relevant absence line and update with the result ASAP ▪ All positive results have a confirmatory return phone call during which further steps can be advised if needed | KP | | Done |
| | | KB/CD | | Done |
| | | HW | | Ongoing |
| | | KB | | Done |
| | | SLT | | As needed |

| Measures to consider | What do you need to do at your school to manage this | Who will do this? | By when? | Completed on: |
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| <p>or staff who have developed symptoms at school, where this will significantly increase the likelihood of testing taking place.</p> <ul style="list-style-type: none"> Further guidance on Use of the NHS COVID-19 app in education and childcare settings is available. School leaders should be aware of the features of the app, how the app may work with the settings use of mobile phones policy, and communicate with staff, students and parents about the use of the app. | | | | |
| 11. Manage confirmed cases of coronavirus (COVID-19) amongst the school community (DfE page 25) | | | | |
| <ul style="list-style-type: none"> Are staff aware of the need to contact the DfE helpline? Are proportionate records of pupils and staff in each group and close contacts between groups maintained? Is there a clear understanding of what close contact means? Ensure that all visitors to the school sign in and there is a means to contact them if needs be. Is there an escalation process in place for managing confirmed cases in school? | <ul style="list-style-type: none"> SLT trained in the procedure for managing a confirmed case SLT receive guidance updates on definitions so that they can investigate any case with the correct information Clear information shared on what can and can't be communicated for data protection purposes Ensure visitors are minimised and when they do visit the contact register is completed. | <p>KB/CD</p> <p>CD</p> <p>KB/CD</p> <p>HW</p> | | <p>Done</p> <p>Ongoing</p> <p>Done</p> <p>Ongoing</p> |
| 12. Contain any outbreak by following local health protection team advice (DfE page 28) | | | | |
| <ul style="list-style-type: none"> Ensure there are contingency procedures in place for an outbreak considering partial or full closure, on the advice of health protection teams. Are there procedures in place for admitting staff and students back to school who have tested positive? | <ul style="list-style-type: none"> SLT trained in supporting staff with a move to hybrid or remote learning Practice events (online days from home) have taken place and the Jan-Mar lockdown has reinforced these methods Contact made with all returning staff/students to ensure in the 48 hours prior to return they are well to return All staff complete a return to work meeting. | <p>KP/KB</p> <p>KB/KC</p> <p>KP</p> <p>KP/CD</p> | | <p>Done</p> <p>Done</p> <p>As needed</p> <p>As needed</p> |
| SECTION 2: SCHOOL OPERATIONS | | | | |
| Asymptomatic testing (DfE page 29) | | | | |
| <ul style="list-style-type: none"> Consider how initial on site testing (in secondary schools only) will be delivered and if this needs to be on a phased basis. | <ul style="list-style-type: none"> Sports Hall designated as a Lateral Flow Testing centre A separate Risk Assessment for these activities is available on the school website | <p>CD</p> | | <p>Done</p> |

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| <ul style="list-style-type: none"> Make arrangements for continuing on site testing (in secondary schools only). Complete a risk assessment for the testing process relevant for your setting (templates are available). Communicate procedures for testing and continue to encourage take up of testing. Ensure staff, students and parents understand what to do in the event of a positive test. Ensure that staff, students and parents understand that symptomatic testing still needs to take place and that it can be booked online. | <ul style="list-style-type: none"> Trained staff will oversee all procedures After the initial on site testing is complete, the Conference Room will become a smaller scale testing facility Communication clear to all families about the process of the initial test, what will happen with a positive test, and that this is asymptomatic testing only. <p><u>Update 31.3.21</u></p> <ul style="list-style-type: none"> Testing in school has now been completed and all students are staff are testing from home. All staff and students to receive communication of how to test, and how to record the results Arrangements in school for a testing bay to be available at short notice in the BET Office, if needed. | CD/KP CD/Premises KP/KB | | Done |
| | | KB/CD | | Done |
| | | CD | | Done |
| Attendance (DfE page 32) | | | | |
| <ul style="list-style-type: none"> Identify any pupils who may not be able attend school. Ensure there is provision for remote education for those unable to attend school. Monitor engagement with remote education. | <ul style="list-style-type: none"> Attendance officer manages attendance daily and works closely with pastoral team All teachers able to deliver hybrid lessons so any student not able to attend in person with a legitimate reason can still access it Laptops/devices distributed to support students where needed remotely. | PMG | | Ongoing |
| | | NG | | Done |
| Pupils and families who are anxious about return to school | | | | |
| <ul style="list-style-type: none"> Share the risk assessment and significant findings with parents via the school's website. Discuss and engage with pupils and their parents regarding any concerns around returning to school. Individual discussions around concerns can help to allay fears. | <ul style="list-style-type: none"> Risk Assessments published on school website Families encouraged to make contact with appropriate school staff to share any concerns/barriers to returning to school. School staff to identify levels of needs and put together an inclusion plan | CD/KP KP | | Done Done |
| | | NG | | Ongoing |
| Encouraging regular school attendance | | | | |
| <ul style="list-style-type: none"> Communicate with parents on requirements for attendance. | <ul style="list-style-type: none"> Regular communication through welfare officer and attendance lead | PMG | | |

| Measures to consider | What do you need to do at your school to manage this | Who will do this? | By when? | Completed on: |
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| <ul style="list-style-type: none"> Put in place measures to keep in contact with vulnerable children. | <ul style="list-style-type: none"> SLT available to speak to parents as required where attendance is an issue Inclusion team have register for additional contacts with vulnerable children/families or those receiving alternative education. | SLT | | |
| Alternative provision | | | | |
| <ul style="list-style-type: none"> Consider how the system of controls can be implemented within your setting including how groups / bubbles are established, and minimising social contact and mixing. | <ul style="list-style-type: none"> Each year group has an additional classroom and small break out room so that alternative provision can take place without breaking bubbles Inclusion team manage this process of how they are used | CD/NG | | Done |
| | | NG | | Ongoing |
| School workforce (DfE page 36) | | | | |
| <ul style="list-style-type: none"> Share this risk assessment with staff and invite feedback. Carry out individual risk assessments and discussions as required. | <ul style="list-style-type: none"> Individual RAs possible for any staff who require additional support to return to work safely School to follow government and BET advice for consistency Remind staff of Employee Assistance Programme. | KP/CD | | As needed |
| Staff who are clinically extremely vulnerable (CEV) | | | | |
| <ul style="list-style-type: none"> Use government advice on shielding and protecting people for those who extremely clinically vulnerable and who are advised to not attend the workplace. School leaders should discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place. | <ul style="list-style-type: none"> Consider on a personalised basis as required and follow Government and BET guidance. | KP/CD | | As needed |
| Staff who are clinically vulnerable (CV) | | | | |
| <ul style="list-style-type: none"> Use current government advice for those who are clinically vulnerable including pregnant women who can continue to attend school. Most school-based roles are not ideally suited to home working and schools may expect most staff to return to work in settings. | <ul style="list-style-type: none"> Consider on a personalised basis as required and follow Government and BET guidance. | KP/CD | | As needed |

| Measures to consider | What do you need to do at your school to manage this | Who will do this? | By when? | Completed on: |
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| <ul style="list-style-type: none"> School leaders should discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place. | | | | |
| Pregnancy | | | | |
| <ul style="list-style-type: none"> Employers should conduct a risk assessment for pregnant women. For staff who are in the third trimester (more than 28 weeks' pregnant) you should be particularly attentive to social distancing. There is a duty on employers to ensure the individual can adhere to national guidance on social distancing. | <ul style="list-style-type: none"> Consider on a personalised basis as required and follow Government and BET guidance. | KP/CD | | As needed |
| Staff who may otherwise be at increased risk from coronavirus (COVID-19) | | | | |
| <ul style="list-style-type: none"> For those who feel they may be at increased risk, where it is not possible to work from home, these staff can attend school as long as the system of controls are followed. Where there is a specific concern an individual risk assessment may be appropriate but this should be based on clear medical or specific need. | <ul style="list-style-type: none"> Consider on a personalised basis as required and follow Government and BET guidance Individual RAs possible for any staff who require additional support to return to work safely. | KP/CD | | As needed |
| Supporting staff | | | | |
| <ul style="list-style-type: none"> Be aware of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working practices in a way that promotes good work-life balance and supports teachers and leaders. Workload should be carefully managed and assess whether staff who are having to stay at home due to health conditions are able to support remote education, while others focus on face-to-face provision. Consider where additional resource could be safely brought in if necessary. Ensure regular communication and consultation with all staff. | <ul style="list-style-type: none"> BET Employee Assistance Programme details to be sent to all staff School Leaders to ensure wellbeing and welfare is on the agenda for line management meetings All school updates to be communicated to all staff through Headteacher weekly briefings At least termly wellbeing survey to continue Additional work space provided in Staff Room to support distancing whilst working If staff raise a concern that is not statutory, if it is reasonable but cannot be accommodated due to the design of the school building, where possible we will provide an alternative workspace | <p>CD</p> <p>KP</p> <p>KP</p> <p>KP</p> <p>CD</p> <p>KP/CD</p> | | <p>Done</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Done</p> <p>Ongoing</p> |

| Measures to consider | What do you need to do at your school to manage this | Who will do this? | By when? | Completed on: |
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| <ul style="list-style-type: none"> Ensure staff know where to get additional support e.g. counselling or helplines. | <ul style="list-style-type: none"> Staff receive reminders of general Government guidance for conduct out of school to support them expectations. | KP | | Ongoing |
| Staff deployment | | | | |
| <ul style="list-style-type: none"> Review any staff deployment changes needed. Ensure ratios for regulated activity are maintained and that staff have the required skills, expertise, and experience to carry out their work. | <ul style="list-style-type: none"> To be considered as and when required. | KP/CD | | As needed |
| Supply staff and other temporary or peripatetic staff | | | | |
| <ul style="list-style-type: none"> Ensure that any visiting staff are provided with information on the school's COVID-19 arrangements as soon as possible after booking. Where visiting teachers, support staff or specialists are working with multiple schools' particular attention should be given to social distancing and hygiene measures. | <ul style="list-style-type: none"> The school will consider all in school capacity before the use of external agency staff. Information to be shared with agency as required before the staff member would arrive and then briefing on arrival by cover administrator and Assistant Head Some peripatetic staff are already in school. Specific relevant information to be shared ahead of starting and followed up by HoD. | KP/KB/CD | | As needed |
| | | CD/HW | | As needed |
| | | KP/CD/HoD | | Ongoing |
| Other support: Volunteers and ITT trainees | | | | |
| <ul style="list-style-type: none"> Ensure that any volunteers or trainees are provided with information on the school's COVID-19 arrangements and make sure they adhere to them. Mixing of volunteers across groups should be kept to a minimum. | <ul style="list-style-type: none"> Volunteers not currently required on site Relevant information will be shared at the point when we reopen the school to such support. | KP/CD | | As needed |
| Staff working remotely | | | | |
| <ul style="list-style-type: none"> All staff working remotely to undertake DSE assessment and home working checklist. All staff to be provided guidance on setting up a safe and suitable work area. Ensure regular communication with staff working remotely. | <ul style="list-style-type: none"> Any staff working remotely undertake a Home working assessment and updated DSE assessment Line Managers will routinely make communication and staff are linked using Teams to keep open dialogue. | CD | | Done |
| | | Line Managers | | As needed |
| Transport (DfE page 42) | | | | |
| Dedicated school transport, including statutory provision | | | | |

| Measures to consider | What do you need to do at your school to manage this | Who will do this? | By when? | Completed on: |
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| <ul style="list-style-type: none"> ▪ How pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school/ ▪ Use of hand sanitiser upon boarding and/or disembarking. ▪ Additional cleaning of vehicles. ▪ Organised queuing and boarding where possible. ▪ Maximise social distancing within vehicles wherever possible. ▪ Through ventilation of fresh air (from outside the vehicle) is maximised, particularly through opening windows and ceiling vents. ▪ Children and young people aged 11 and over are advised to wear a face covering when travelling on dedicated transport. ▪ Ensure the transport provider is aware of any timetable changes and are adhering to government guidelines. ▪ Seek a copy of their risk assessment and operating plan. | <ul style="list-style-type: none"> ▪ There is no dedicated school transport to Teddington ▪ The school does not anticipate using minibuses during this period, and any potential need to will be risk assessed before use. | CD | | As needed |
| Wider public transport | | | | |
| <ul style="list-style-type: none"> ▪ Can school start / end times be staggered to avoid peak times? ▪ Encourage parents, staff, and pupils to walk or cycle to school if possible. ▪ Consider using ‘walking buses’. ▪ Work with the local authority to promote safe cycling routes. ▪ Advise persons using public transport to follow safer travel guidance e.g. wearing of face coverings. | <ul style="list-style-type: none"> ▪ There are four dedicated TFL buses that serve the school ▪ Communication home to encourage walking and cycling to school, but reminder and signposting to TFL guidance for anyone who may use public transport. | KP | | Done |
| Pupils travelling from abroad | | | | |
| <ul style="list-style-type: none"> ▪ Review arrangements for any pupils travelling from abroad where needed. | <ul style="list-style-type: none"> ▪ Not required, but to be considered if circumstance demands this. | | | |
| School meals (DfE page 45) | | | | |

| Measures to consider | What do you need to do at your school to manage this | Who will do this? | By when? | Completed on: |
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| <ul style="list-style-type: none"> Confirm with catering providers (including in-house provision) that all relevant safety procedures are in place and that they are adhering to current government guidelines. You may ask to see a copy of their risk assessment as well. Ensure that catering providers (including in-house provision) are aware of any changes to lunch times and operating practices you have made. | <ul style="list-style-type: none"> Staggered lunch times to maintain bubbles Break collection points in bubbles Grab and go provision in place and caterers to respond with adequate food and packaging for this Regular dialogue and reviews with Cucina to understand their Standard Operating Procedures and to be sure they align with the school operations. | SLT CD CD CD | | Done Done Done Done |
| Estates (DfE page 49) | | | | |
| <ul style="list-style-type: none"> Maintain existing class sizes | <ul style="list-style-type: none"> No action needed | | | |
| Ventilation Systems | | | | |
| <ul style="list-style-type: none"> Refer to the system of controls section 7 for guidance on keeping occupied spaces well ventilated. | <ul style="list-style-type: none"> Doors and windows open where possible as covered in the ventilation section Air-con units are serviced regularly with filters, and any other parts as required, changed by professionals. | Premises Premises | | Done Done |
| Fire safety | | | | |
| <ul style="list-style-type: none"> Ensure that all fire safety systems have been maintained and inspected. Review and update emergency plans and assembly points as required. Brief staff on any changes to arrangements. Consider if limited evacuation drills may be beneficial e.g. by year group to allow for social distancing. | <ul style="list-style-type: none"> Fire evacuation points have been communicated to take into account bubbles and space needed Whole astroturf perimeter is now be used Fire drill has been undertaken in the first term and will happen again. | CD KP/CD | | Done |
| Opening after reduced occupancy | | | | |
| <ul style="list-style-type: none"> Ensure all little used water outlets are flushed through. Check and test all relevant safety critical devices Carry out a visual site inspection to identify any issues that may need remedying before full opening. Ensure normal maintenance and inspection activities take place, including contractor visits ensuring that statutory maintenance and inspection are carried out. | <ul style="list-style-type: none"> All usual statutory testing is occurring and records are maintained by premises team in line with BET trackers CD/KP to walk site daily in last week before reopening to ensure site will be ready as needed in time. | Premises CD CD/KP | | Ongoing Done |
| Educational visits (DfE page 50) | | | | |

| Measures to consider | What do you need to do at your school to manage this | Who will do this? | By when? | Completed on: |
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| <ul style="list-style-type: none"> Ensure staff are aware of the latest guidance that all visits are advised against. Keep guidance under review | <ul style="list-style-type: none"> No educational visits will take place until further notice New procedure for trip approval and management, through CD and RSF to be launched with staff when appropriate. | CD | | Ongoing |
| School uniform (DfE page 50) | | | | |
| <ul style="list-style-type: none"> Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. In colder weather consider amendments to the uniform policy. | <ul style="list-style-type: none"> No general amendments Students will wear their PE kit on the day they have a double PE lesson to avoid changing and to give a day when uniform can be washed at home if needed. This will continue through HT5. | KP/KB/MP M | | Done |
| Wraparound provision and extra-curricular activity (DfE page 51) | | | | |
| <ul style="list-style-type: none"> Ensure that any provision is only to support parents to work, attend education and access medical care, and is as part of pupil's wider education and training. If it is not possible or practical to maintain the same bubbles being used during the school day (for example, if the number of bubbles in place during the school day prove impractical to adopt within the wraparound provision) then providers should maintain small, consistent groups. Where parents use childcare providers or out of school extra-curricular activities for their children, schools should encourage parents and carers to seek assurance that the providers are carefully considering their own protective measures, and children should only attend settings that can demonstrate this. They should be advised to limit use of multiple providers as much as is possible. When hiring out or letting premises consider what additional cleaning and hygiene measures are needed. Any hirers should be informed of hygiene and social distancing measures, but also that they must follow relevant government guidance for their activity. | <ul style="list-style-type: none"> Extra-curricular can begin where it can be guaranteed that the integrity of the bubbles – students and resources – can be maintained Specific staff have information on how to propose new activities that may use external providers to the SBM and AHT No external lettings are currently in place and through consideration will be given to additional measures required before this process starts again Dialogue with LBRuT over the return of the Sports Centre and the school to be happy with the arrangements before this happens. | CD/KEC/KP CD/KEC CD CD | April 2021 | As required As required |

| Measures to consider | What do you need to do at your school to manage this | Who will do this? | By when? | Completed on: |
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| <ul style="list-style-type: none"> Key considerations for practical activities include the teaching space, minimising contact between individuals, group work and individual work, space layout for social distancing, managing use of resources (props, costumes etc) and technical equipment. | | | | |
| Physical activity in schools | | | | |
| <ul style="list-style-type: none"> Prioritise outdoor sports wherever possible. Large indoor spaces can be used, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils and paying scrupulous attention to cleaning and hygiene. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. Pupils should be kept in consistent groups. Sports equipment should be thoroughly cleaned between each use by different individual groups. Activities such as active miles, making break times and lessons active and encouraging active travel can help pupils to be physically active while encouraging physical distancing. | <ul style="list-style-type: none"> Equipment grouped into bubbles for that year group Curriculum redesign to minimise contact Extra-curricular is grouped by bubble and the timetable is linked to the spaces that year group can use Students grouped where possible in same groups each lesson within a bubble. | HoD/CD/KP | | Ongoing |
| Science | | | | |
| <ul style="list-style-type: none"> Science department should review what practical sessions can be delivered and update risk assessments and lesson plans accordingly. Key considerations for practical activities include supervising pupils, management of science equipment, demonstrations instead of practical activities, transferring specialist equipment between bubbles, cleaning or quarantining of equipment, access to PPE especially where supplies were donated to the NHS. | <ul style="list-style-type: none"> Not all year groups will be able to do full practical lessons due to re-rooming – priority for identified years Science technicians to clean and isolate any used equipment for 72 hours before reusing Technicians to receive CLEAPSS additional guidance. | HoD/CD/KP Technicians Technicians | | Ongoing Ongoing Done |

| Measures to consider | What do you need to do at your school to manage this | Who will do this? | By when? | Completed on: |
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| <ul style="list-style-type: none"> Reference should be made to latest CLEAPSS guidance. | | | | |
| Design & Technology | | | | |
| <ul style="list-style-type: none"> Design & Technology department should review what practical sessions can be delivered and update risk assessments and lesson plans accordingly. Key considerations for practical activities include supervising pupils, managing movement in the room, management of equipment, demonstrations instead of practical activities, transferring specialist equipment between bubbles, cleaning or quarantining of equipment, access to PPE especially where supplies were donated to the NHS. Reference should be made to latest CLEAPSS guidance. | <ul style="list-style-type: none"> Only identified years will be using the workshops Each classroom is marked for one bubble Technician to maintain and clean equipment as appropriate Equipment to be kept in bubble rooms to ensure no cross-usage If resources need to be available to more than one bubble, they will be taken out of the bubble, cleaned and left for 72 hours before moved to the new bubble. | HoD/KP/CD Technician Technician Technician | | Ongoing Ongoing Ongoing Ongoing |
| Art | | | | |
| <ul style="list-style-type: none"> Art department should review what practical sessions can be delivered and update risk assessments and lesson plans accordingly. Key considerations for practical activities include supervising pupils, managing movement in the room, management of equipment, demonstrations instead of practical activities, transferring specialist equipment between bubbles, cleaning or quarantining of equipment, access to PPE especially where supplies were donated to the NHS. Reference should be made to latest CLEAPSS guidance. | <ul style="list-style-type: none"> Only identified years will be using the dedicated art studios Each room is marked for one bubble Technician to maintain and clean equipment as appropriate Equipment to be kept in bubble rooms to ensure no cross-usage If resources need to be available to more than one bubble, they will be taken out of the bubble, cleaned and left for 72 hours before moved to the new bubble. | HoD/KP/CD Technician Technician Technician | | Ongoing Ongoing Ongoing Ongoing |
| Education, Health and Care (EHC) Plans (DfE page 59) | | | | |
| <ul style="list-style-type: none"> Liaise with partner organisations to deliver EHC plans. Undertake timely planning for placements in September. | <ul style="list-style-type: none"> Inclusion team to ensure that EHC plans are being met as required. SENCO to revise provision mapping and quality assure the EHCP statutory provision for full return. SENCO to direct team regarding rephasing vulnerable students back to school | NG NG/HC HC | | Ongoing Ongoing Ongoing |

| Measures to consider | What do you need to do at your school to manage this | Who will do this? | By when? | Completed on: |
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| | <ul style="list-style-type: none"> ▪ SENCo to review EHCPs for relevant students and ensure appropriate support and they are statutory. ▪ Where possible all outside agencies contacted to ensure continuation of support ▪ All details of all visitors to site to be tracked via the main reception. ▪ Students attending an alternative setting to be tracked and monitored weekly ▪ TAs received additional training on how to differentiate support and what other resources and rooms are available to make this a safe process. | HC NG/HC CH/HW NG KP/CD | | Ongoing As needed As needed As needed Done |
| Behaviour, discipline, and wellbeing expectations (DfE page 59) | | | | |
| <ul style="list-style-type: none"> ▪ Specific pupils with challenging behaviour should be identified and a risk assessment completed for each pupil with regards to the increased risk to others from the spread of coronavirus because of their behaviour. ▪ This could include pupils who would not normally require an individual approach but with the new measures in place may require an assessment. ▪ Additional measures and PPE may be required for staff in some circumstances. ▪ School behaviour policy to be reviewed to take account of COVID-19 and any new measures in place. | <ul style="list-style-type: none"> ▪ Behaviour policy adapted and communicated ▪ Pastoral team to monitor closely and communicate with SLT as required ▪ High risk students to be reminded of new temporary rules and supported with reopening. Inclusion plans to support them. | NG NG | | Done Done |
| Pupil wellbeing and support | | | | |
| <ul style="list-style-type: none"> ▪ Consider the provision of pastoral and extra-curricular activities for pupil wellbeing and support. ▪ Provide more focused pastoral support where issues are identified that individual pupils may need help with, including support resources available from DfE and partners. ▪ Consider support needs of particular groups they are already aware need additional help (for example, children | <ul style="list-style-type: none"> ▪ Pastoral team to develop new 'risk register' expanded from previous versions with all data from lockdown period ▪ Pastoral team have designated rooms for each bubble ▪ Further support to manage wellbeing of students through breakout opportunities – SLT offices within each bubble available for time outs | NG CD NG NG/KB | | Done Done Done Ongoing |

| Measures to consider | What do you need to do at your school to manage this | Who will do this? | By when? | Completed on: |
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| in need), and any groups they identify as newly vulnerable on their return to school. | <ul style="list-style-type: none"> Extra support for students needing IT help – hidden anxiety – all students invited to sessions and logs of those not logged on – targeted support Pastoral staff are aware of the potential adverse effect on mental health of the various measures put in place as required by DfE and PHE, including mask wearing. Where students or staff identify additional anxiety resulting from wearing a mask, they can seek help from the pastoral team, or ask for an exemption to wearing one. | NG/KP | | Ongoing |
| Safeguarding (DfE page 63) | | | | |
| <ul style="list-style-type: none"> Review child protection policies. Coordinate with other agencies and services to ensure support is in place for children. | <ul style="list-style-type: none"> DSL to oversee approach and ensure consistent with guidance Inclusion team to be aware of support services. | NG | | Done |
| | | NG | | Done |
| First aid and care provision | | | | |
| <ul style="list-style-type: none"> Consider limiting numbers in first aid rooms, cleaning the area after treatment, PPE for first aiders and thorough hand washing. PPE can include fluid resistant masks, gloves, aprons, goggles, or face shields. Have first aiders and welfare staff been made aware of the measures in place and been provided with appropriate training and equipment. Incidents must be recorded as per the school's normal arrangements. | <ul style="list-style-type: none"> PPE available for first aiders through welfare office Incidents recorded Escalation of serious issues if required All SLT complete Educare First Aid training to act as responsible person if needed. | SB SB SB to CD SLT | | Done Ongoing As needed Done |
| Contingency planning for outbreaks (DfE page 66) | | | | |
| <ul style="list-style-type: none"> Review plans against the DfE contingency framework. Have plans in place for high quality remote provision of education. | <ul style="list-style-type: none"> All teachers have a work-issued laptop and as such as able to work remotely if required All staff trained in Teams and have received a code of conduct and further usage guidance docs School could revert to previous (Jan 2021) operational plan for reduced numbers and operations for vulnerable and critical worker children only. | EH CD/KP/KB | | Done As needed |