

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

Site / school name:	<b>Teddington School</b>		
Name(s) of person(s) covered by this assessment:	<ul style="list-style-type: none"> <li>▪ Students</li> <li>▪ Staff:                             <ul style="list-style-type: none"> <li>▪ Classroom based staff</li> <li>▪ Catering staff</li> <li>▪ Cleaning staff</li> <li>▪ Office staff</li> <li>▪ Premises / site staff</li> </ul> </li> <li>▪ Contractors</li> </ul>		
Tasks and activities covered by this risk assessment:	<ul style="list-style-type: none"> <li>▪ Full re-opening of schools from September 2020</li> <li>▪ Pick up and drop off from school</li> <li>▪ Cleaning and sanitisation</li> <li>▪ Food provision</li> <li>▪ Potential remote working of some staff and students</li> </ul>		
Equipment and materials used:	<ul style="list-style-type: none"> <li>▪ General class and teaching materials</li> <li>▪ Practical equipment and materials</li> <li>▪ Sports and PE equipment</li> <li>▪ Cleaning materials and equipment</li> </ul>		
Location(s) covered by this risk assessment:	<ul style="list-style-type: none"> <li>▪ All school premises and grounds</li> </ul>		
Name of person completing this risk assessment:	K Pacey, C Daniel	Date of completion:	15.7.20
Risk assessment approved by:	S Price	Date of approval:	20.8.20
Date risk assessment to be reviewed by:	Formal review weekly, dynamic reviews daily	Risk assessment no:	Version 1.1 – 19 August 2020

### Record of risk assessment reviews

Date of review:	17 August 2020	Reviewed by:	C Daniel	Comments / date of next review:	<ul style="list-style-type: none"> <li>▪ Updated with progress and added further operational detail.</li> </ul>
Date of review:	19 August 2020	Reviewed by:	Jon Robinson	Comments / date of next review:	<ul style="list-style-type: none"> <li>▪ Updated relevant time periods from 7 to 10 days</li> <li>▪ Advice regarding staff wishing to use their own face coverings.</li> <li>▪ Additional information in relation to cleaning regimes following updated guidance.</li> <li>▪ Reference to CLEAPSS guidance to provision of practical subjects from September.</li> <li>▪ Additional questions / prompts / references relating to delivery of practical subjects for Science, D&amp;T, Art and Drama. Music and PE were already included in version 1.</li> <li>▪ The curriculum section has been reordered to accommodate these changes.</li> </ul>
Date of review:	20 August 2020	Reviewed by:	C Daniel	Comments / date of next review:	<ul style="list-style-type: none"> <li>▪ Further updates re: face coverings, SEND and curriculum following review by S Price.</li> </ul>
Date of review:	24 August 2020	Reviewed by:	C Daniel	Comments / date of next review:	<ul style="list-style-type: none"> <li>▪ Curriculum and SEND updates</li> </ul>
Date of review:	28 August 2020	Reviewed by:	C Daniel	Comments / date of next review:	<ul style="list-style-type: none"> <li>▪ Further operational detail added for face coverings</li> <li>▪ Further curriculum-specific detail added</li> </ul>
Date of review:	7 September 2020	Reviewed by:	C Daniel	Comments / date of next review:	<ul style="list-style-type: none"> <li>▪ Review of re-opening to date</li> <li>▪ To review those items on the near-miss register to see if further clarity is needed in the RA.</li> </ul>
Date of review:	9 October 2020	Reviewed by:	C Daniel	Comments / date of next review:	<ul style="list-style-type: none"> <li>▪ Formal review after 1 month of dynamic reviews. Updated further info for student support and contingency planning.</li> </ul>
Date of review:	21 October 2020	Reviewed by:	C Daniel K Barham	Comments / date of next review:	<ul style="list-style-type: none"> <li>▪ Review as the school is now in a 'Tier 2 – High' local Covid Alert level, and school has had an independent Covid-19 assurance review</li> <li>▪ Updated medical room and contaminated waste operations</li> <li>▪ Updated communication with staff re: Tier 2 meaning, restrictions and guidance</li> <li>▪ Updated music operational plan</li> <li>▪ Updated extra curricular operational plan.</li> </ul>



## System of controls

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.

### Prevention:

1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.
  2. Clean hands thoroughly more often than usual.
  3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.
  4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.
  5. Minimise contact between individuals and maintain social distancing wherever possible.
  6. Where necessary, wear appropriate personal protective equipment (PPE).
- Numbers 1 to 4 must be in place in all schools, all the time.
  - Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.
  - Number 6 applies in specific circumstances.

### Response to any infection:

7. Engage with the NHS Test and Trace process
  8. Manage confirmed cases of coronavirus (COVID-19) amongst the school community.
  9. Contain any outbreak by following local health protection team advice.
- Numbers 7 to 9 must be followed in every case where they are relevant.

<b>What are the hazards?</b>	<ul style="list-style-type: none"> <li>Potential for spread of COVID-19 between persons at school showing symptoms of coronavirus or those who are confirmed to have coronavirus.</li> </ul>
<b>Who might be harmed and how?</b>	<ul style="list-style-type: none"> <li>Staff, pupils, contractors, and visitors may catch COVID-19 via direct or indirect contact with carriers whilst on site.</li> <li>Potential for spread to other family members / persons.</li> </ul>

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<b>1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.</b>					
<b>Measures to stop persons coming into school with coronavirus symptoms</b>					
<ul style="list-style-type: none"> <li>Ensure that pupils, staff, and other adults do not come into the school if they have coronavirus (COVID-19) symptoms or have tested positive in the last 10 days.</li> <li>Communicate these measures clearly to staff and the school community. Repeat on a regular basis.</li> <li>Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus.</li> </ul>	<ul style="list-style-type: none"> <li>Is there a procedure in place for this?</li> <li>How will this be communicated to the school community?</li> <li>Consider what information or measures may be needed at school gates and entrances to the building, as well as on the school website.</li> <li>How will visitors to site be managed?</li> </ul>	<ul style="list-style-type: none"> <li>Regular communication home – weekly heads letter to reiterate message</li> <li>All staff aware of procedure to say to families</li> <li>All entrance doors and gates to have statement</li> <li>Visitors to be discouraged and remain as essential only</li> <li>Notice in reception for visitors</li> <li>All students briefed in tutor time.</li> </ul>	KP  KP  CD KP  CD  KP	Ongoing weekly letter home Conference Days training  Premises jobs by 1/9/20.	DONE  DONE  DONE  DONE
<b>Suspected case of coronavirus in school</b>					
<ul style="list-style-type: none"> <li>If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and</li> </ul>	<ul style="list-style-type: none"> <li>Is there a procedure for managing suspected cases of coronavirus?</li> </ul>	<ul style="list-style-type: none"> <li>Medical room to be used as isolation room</li> <li>Updated 19/10/20 - School to have two designated</li> </ul>	CD/Welfare team CD/Welfare	By start of Sept term By half term	DONE

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>advised to follow government guidance. They must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus. Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</p> <ul style="list-style-type: none"> <li>▪ If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</li> <li>▪ If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</li> <li>▪ PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).</li> <li>▪ A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical 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,</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is there an appropriate room identified that can be used to isolate someone with symptoms whilst they are awaiting collection?</li> <li>▪ Have welfare staff and others been trained in measures to take?</li> <li>▪ Have welfare staff and others been provided with PPE and training on its use?</li> <li>▪ Is there a procedure for contacting the local public health protection team?</li> </ul>	<p>medical rooms – one Covid and one ‘normal’ to ensure day to day first aid support remains unaffected</p> <ul style="list-style-type: none"> <li>• All staff training on Conference Day with flowchart to refer to</li> <li>• PPE available and kept outside of the medical room with the welfare officer</li> <li>• Log of any uses of PPE and reason to be kept by welfare officer and follow up actions carried through</li> <li>• Any suspected cases raised with BET for coordinated response and approach</li> <li>• If procedure is enacted, headteacher to confirm appropriate follow up for any staff involved.</li> </ul>	<p>KP/CD</p> <p>Welfare</p>	<p>As required</p> <p>As required</p>	<p>DONE</p> <p>DONE</p>

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<p>spitting, or vomiting, then eye protection should also be worn.</p> <ul style="list-style-type: none"> <li>Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace.</li> <li>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people.</li> </ul>					
<b>2. Clean hands thoroughly more often than usual.</b>					
<ul style="list-style-type: none"> <li>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating.</li> <li>Regular and thorough hand cleaning is going to be needed for the foreseeable future.</li> </ul>	<ul style="list-style-type: none"> <li>Build hand washing into school routines so that children wash their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating.</li> <li>Are there enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can</li> </ul>	<ul style="list-style-type: none"> <li>All entry points to the school will have sanitiser stations</li> <li>All students encouraged to sanitise hands at entry to school and before lunch</li> <li>Staff and students told to wash hands with soap and hot water throughout the day</li> <li>Stock management to be rigorous by premises team with regular communication to Brayborne (cleaning company)</li> </ul>	<p>Premises</p> <p>Reminders through tutors – led by HoYs</p> <p>Premises</p>	<p>Ongoing</p> <p>Daily checks</p>	<p>DONE</p>

Guidance	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"> <li>clean their hands regularly?</li> <li>▪ Ensure supervision of hand sanitiser use given risks around ingestion.</li> <li>▪ Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative.</li> <li>▪ Sufficient quantities of cleaning supplies and hand soap to be maintained.</li> <li>▪ All staff will be briefed weekly as a minimum on expected hygiene standards.</li> <li>▪ All staff instructed to actively monitor to ensure all pupils and colleagues are adhering to principles of good hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reminder to staff in weekly briefing from Head</li> <li>▪ Culture to support all staff/operations by joint/all responsible approach for monitoring through briefings.</li> </ul>	KP	Ongoing/weekly	
<b>3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.</b>					
<ul style="list-style-type: none"> <li>▪ The 'catch it, bin it, kill it' approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine.</li> <li>▪ Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers,</li> </ul>	<ul style="list-style-type: none"> <li>▪ Are there enough tissues and bins available in the school to support pupils and staff to follow this routine?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Premises staff to monitor supplies</li> <li>▪ Reminder through the heads weekly briefing to staff</li> </ul>	Premises  KP  Premises to monitor	Ongoing  Weekly  Daily	



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<p>for example those who spit uncontrollably or use saliva as a sensory stimulant.</p> <p>The World Health Organisation published a <a href="#">statement on 21 August</a> about children and face coverings. They now advise that “children aged 12 and over should wear a mask under the same conditions as adults, in particular when they cannot guarantee at least a 1-metre distance from others and there is widespread transmission in the area.”</p> <p>Nationwide, the government is not recommending face coverings are necessary in education settings generally because a system of control, applicable to all education environments, provides additional mitigating measures. Schools and colleges will have the discretion to require face coverings in communal areas where social distancing cannot be safely managed, if they believe that it is right in their particular circumstances. BET has issued recommendations regarding the use of face coverings in its secondary schools by staff and pupils in Year 7 and above in communal areas such as corridors. Please refer to the separate document: ‘BET recommendations on the wearing of face coverings in education.’ This includes guidance on how to put on, remove, store and dispose of face coverings.</p> <p>Face coverings are required at all times on public transport (for children over the age of 11) or when attending a hospital as a visitor or outpatient.</p>	<ul style="list-style-type: none"> <li>▪ Ensure that younger children and those with complex needs are helped to get this right.</li> <li>▪ Are there risk assessments in place for pupils with complex needs who will struggle to maintain as good respiratory hygiene as their peers?</li> <li>▪ All staff will be briefed weekly as a minimum on expected hygiene standards.</li> <li>▪ All staff instructed to actively monitor to ensure all pupils and colleagues are adhering to principles of good hygiene.</li> <li>▪ Will there be procedures in place at school entrances for removal of face coverings including bins for disposal.</li> <li>▪ If staff choose to wear face coverings then it must be ensured that they are properly used and disposed of. Employer’s should support employees if they choose to wear face</li> </ul>	<ul style="list-style-type: none"> <li>▪ Enhanced cleaning regime to include regular bins emptying and wiping</li> <li>▪ Catch it, bin it, kill it posters to be displayed in all prominent areas</li> <li>▪ Risk Assessments to be completed for any students with complex needs</li> <li>▪ Staff briefed on use of face coverings and our procedures following the ‘BET recommendations on the wearing of face coverings in education’ document</li> <li>▪ All rooms and areas have signage to denote where masks must be worn</li> <li>▪ Staff reminded via additional communication what a ‘High’ Covid local level means with respect to face coverings and when they must be worn, and when they are advised to be worn.</li> <li>▪ Specific additional reminders to Sixth Form students who have been identified as breaching the face covering expectations</li> </ul>	<p>CD</p> <p>Premises</p> <p>NG/Pastoral</p> <p>KP</p> <p>CD</p> <p>CD/KRB</p> <p>KEC</p>	<p>Sept 1<sup>st</sup></p> <p>Sept 1<sup>st</sup></p> <p>Sept 1<sup>st</sup> and ongoing review</p> <p>Ongoing</p> <p>21/10/20</p> <p>20/10/20</p>	<p>DONE</p> <p>DONE</p> <p>DONE</p> <p>DONE</p> <p>DONE</p>

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	coverings, although other measures will be more effective at managing the risk in schools.				
<b>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.</b>					
<b>Enhanced cleaning regime</b>					
<ul style="list-style-type: none"> <li>An enhanced cleaning regime must be in place that includes more frequent wipe down of high passage area and more frequent cleaning of rooms / shared areas that are used by different groups</li> <li>Different groups do not need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.</li> <li>Reducing clutter and removing difficult to clean items can make cleaning easier. Increase the frequency of cleaning, using standard cleaning products such as detergents and bleach, paying attention to all surfaces but especially ones that are touched frequently, such as door handles, light switches, work surfaces, remote controls and electronic devices.</li> <li>As a minimum, frequently touched surfaces should be wiped down twice a day, and one of these should be at the beginning or the end of the working day. Cleaning should be more frequent depending on the number of people using the space, whether they are entering and exiting the setting and access to handwashing and hand-sanitising facilities. Cleaning of frequently touched surfaces is particularly important in bathrooms and communal kitchens.</li> </ul>	<ul style="list-style-type: none"> <li>Is there an enhanced cleaning regime in place and are all cleaners and staff aware of measures to take?</li> <li>Are high contact items such as door handles, including main entrance doors and commonly used doors cleaned more frequently?</li> <li>Are bins emptied throughout the day?</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Cleaning contract amended to include more daytime hours. Enhanced regular cleaning includes bannisters, handles and toilets</li> <li>Premises staff to QA cleaning quality daily and provide immediate feedback to SBM if required</li> <li>All teaching staff use own laptops so no sharing of devices needed</li> <li>All support staff in offices have designated desktop</li> <li>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.</li> <li>All IT equipment to be cleaned daily as part of cleaning regime.</li> <li>As much as possible all staff will be provided with laptops to ensure no sharing is needed.</li> </ul>	<p>CD</p> <p>Premises</p> <p>All staff</p> <p>CD to discuss with support dept leads</p>	<p>Over summer holidays</p> <p>Daily</p> <p>Ongoing</p> <p>Agreed for September</p>	<p>Done</p> <p>DONE</p> <p>DONE</p> <p>DONE</p> <p>DONE</p>

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<b>Hazards from using new or different hazardous products</b>					
<ul style="list-style-type: none"> <li>If any new cleaning, sanitisation, or other products are used then they should be assessed as with any other hazardous substance.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that any hazardous substances that are used because of changes to cleaning or hygiene regimes have a COSHH risk assessment.</li> <li>Ensure that any significant findings or precautions are shared with those using the products.</li> <li>It should be noted that in most if not all cases these will be lower risk items.</li> </ul>	<ul style="list-style-type: none"> <li>Liaison with cleaning contractors to confirm all products and COSHH Risk Assessments are both in place and copies are available in cleaning cupboards and with premises team.</li> </ul>	CD/Premises	In place for Sept	DONE
<b>Contaminated waste</b>					
<ul style="list-style-type: none"> <li>Contaminated or potentially contaminated waste must be dealt properly to reduce the risk of the spread of coronavirus.</li> </ul>	<ul style="list-style-type: none"> <li>Waste from possible cases and cleaning of areas where possible cases have been (including disposable cloths and tissues) should be double bagged in plastic rubbish bags and ideally then in a bin.</li> <li>It should then be put in a suitable and secure place and marked for storage until the individual's test results are known.</li> <li>You should not put your waste in communal waste areas until negative test</li> </ul>	<ul style="list-style-type: none"> <li>Designated CV19 bin in medical room</li> <li>Updated 19/10/20 as designated bin will be placed in designated Covid medical room</li> <li>Only first aider that has dealt with student to use this</li> <li>Welfare Officer to make premises aware of if the bin has contents</li> <li>Premises to be made aware and receive specific training on how to dispose of any contents.</li> </ul>	Labelled up by CD, Welfare staff to manage when trained  Updated CV-19 medical Room – CD/welfare	End of summer holidays  Half term holidays	DONE

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	<p>results are known or the waste has been stored for at least 72 hours.</p> <ul style="list-style-type: none"> <li>▪ If the individual tests negative, this can be put in with the normal waste</li> <li>▪ If the individual tests positive, then store it for at least 72 hours and put in with the normal waste</li> <li>▪ If storage for at least 72 hours is not appropriate, arrange for collection as a Category B infectious waste either by your local waste collection authority or contractor.</li> </ul>				

## 5. Minimise contact between individuals and maintain social distancing wherever possible.

### Maintaining groups or bubbles

<ul style="list-style-type: none"> <li>▪ Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</li> <li>▪ The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consider the minimum size groups you can manage whilst delivering the curriculum.</li> <li>▪ Can consistent groups be maintained wherever possible?</li> <li>▪ Groups should be kept apart from other groups. This could be through using different parts of the school for each group,</li> </ul>	<ul style="list-style-type: none"> <li>• School split into 6 bubbles – Years 7-11, then Yrs 12 and 13 as one bubble.</li> <li>• Each bubble has own entrance and exit point, staircase and set of classrooms</li> <li>• Each bubble has own lunchtime and break outdoor space and will go through the servery in a</li> </ul>	KP/CD/KRB to set strategic plan	July/August	DONE
			CD to implement physical barriers and signage	August	DONE

Guidance	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"> <li>▪ Maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups.</li> <li>▪ Primary schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in a group become ill with coronavirus (COVID-19).</li> <li>▪ In secondary schools, and certainly in the older age groups at key stage 4 and key stage 5, the groups are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended.</li> <li>▪ In the younger years at secondary (key stage 3), schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in a group become ill with coronavirus (COVID-19).</li> <li>▪ Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical</li> </ul>	<p>limiting sharing of rooms and social spaces, varying break and lunch times and limiting movement between lessons.</p> <ul style="list-style-type: none"> <li>▪ Social distancing should be reinforced within groups, particularly for older children.</li> <li>▪ 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?</li> </ul>	<p>controlled and distanced way</p> <ul style="list-style-type: none"> <li>• All classrooms set up so all desks face the front</li> <li>• No extra curricular to take place that could mix bubbles or require extra resources</li> <li>• All floors to be zoned and physical barriers in place</li> <li>• All assemblies will be delivered through Teams into tutor groups rather than mass delivery</li> <li>• Staff will move between bubbles as needed and have sanitiser each to use as they see appropriate whilst moving around the school</li> <li>• Toilets and sinks are marked for each bubble and will be closed during lesson times</li> <li>• During lesson times only front toilets will be available with enhanced cleaning</li> <li>• The Inclusion team will be split with staff deployed to specific year group bubbles</li> </ul>	<p>through Premises</p> <p>KRB to work with HoDs and other SLT for operational planning</p> <p>NHG</p>	<p>By end of Conference Days</p> <p>By 1.9.20</p>	<p>DONE</p> <p>DONE</p> <p>DONE</p> <p>DONE</p> <p>DONE</p> <p>DONE</p>

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>logistics within and around school, they can look to implement year group sized ‘bubbles’.</p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ 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. It is recognised that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.</li> <li>▪ Both the approaches of separating groups and maintaining distance are not ‘all-or-nothing’ options and will still bring benefits even if implemented partially. Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport, or for boarding pupils in one group residentially and another during the school day. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.</li> </ul>		<p>and only using specific rooms within each bubble</p> <ul style="list-style-type: none"> <li>▪ The Inclusion lead will communicate to all staff during the conference days how the process will work.</li> </ul>	NHG	Conference days	DONE

Guidance	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"> <li>All teachers and other staff can operate across different classes and year groups to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. 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. Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.</li> </ul>					
<b>Measures within the classroom</b>					
<ul style="list-style-type: none"> <li>Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission.</li> <li>It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children.</li> <li>This is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils'</li> </ul>	<ul style="list-style-type: none"> <li>Small adaptations can be made in classrooms to support distancing where possible, for example seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.</li> <li>A 2m space around the teacher's desk should be maintained wherever possible.</li> <li>Consider if moving furniture will also allow for better access routes</li> </ul>	<ul style="list-style-type: none"> <li>All teachers to use their own laptop to deliver a lesson – no shared desktops</li> <li>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)</li> <li>All doors to be propped open and windows open as much as possible and the environment allows</li> <li>No assemblies – all will be delivered remotely via TEAMS to tutor groups in their classrooms</li> <li>2m distance at the front of classrooms to the teacher –</li> </ul>	<p>All staff</p> <p>Premises</p> <p>Premises then staff as required</p> <p>SLT to coordinate</p> <p>Premises</p>	<p>Ongoing</p> <p>In August</p> <p>Daily</p> <p>Plan finalised over summer</p> <p>summer hols</p>	<p>DONE</p> <p>Plan final</p> <p>DONE</p>

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>educational and care support should be provided as normal.</p> <ul style="list-style-type: none"> <li>For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help.</li> <li>When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in smaller, class-sized groups.</li> </ul>	<p>maximising distance from other desks etc.</p> <ul style="list-style-type: none"> <li>All spaces should be well ventilated using windows etc where possible. See also notes on air conditioning in premises section below.</li> </ul>	<p>marked on floors where possible</p> <ul style="list-style-type: none"> <li>Each bubble has marked toilets, sinks and a water fountain</li> <li>Each class has a set of generic resources that can be given out and not to be shared</li> <li>All soft furniture in corridors and break out spaces to be removed</li> <li>Staff room reorganised as an extra staff meeting and working space</li> <li>Some staff who are under timetable have temporary duties on their timetable to remain on corridors at the end of lessons to support changeovers</li> <li>All students to receive a presentation on their first day back detailing their bubble information, and the importance of this.</li> </ul>	<p>CD/Premises</p> <p>KRB</p> <p>Premises</p> <p>CD/KRB/Premises</p> <p>KRB</p> <p>KRB</p>	<p>summer hols</p> <p>summer hols</p> <p>summer hols</p> <p>summer hols</p> <p>2<sup>nd</sup>/3<sup>rd</sup> Sept</p>	<p>DONE</p> <p>DONE</p> <p>DONE</p> <p>DONE</p> <p>DONE</p> <p>DONE</p>
<b>Measures elsewhere</b>					
<ul style="list-style-type: none"> <li>Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.</li> <li>When timetabling, groups should be kept apart and movement around the school site kept to a</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that large gatherings involving more than one group are avoided</li> </ul>	<ul style="list-style-type: none"> <li>Arrangements to ensure as much as possible movement is limited through timetabling</li> </ul>	<p>KRB</p>		<p>DONE</p>



Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</p> <ul style="list-style-type: none"> <li>Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</li> </ul>	<ul style="list-style-type: none"> <li>Plan timetables to minimise groups using corridors at the same time, including staggering break and lunch times.</li> <li>Plan time for cleaning between groups using shared spaces.</li> <li>Consider how staff rooms can be set up to maintain distancing.</li> </ul>	<ul style="list-style-type: none"> <li>PE Department to decide teaching and split resources into bubbles.</li> <li>All lunch eating to be outside, unless the wet lunch plan is implemented. No indoor tables available.</li> <li>Wet lunch plan has 6 indoor areas available for different bubbles. All students will still eat grab and go style with no tables available.</li> <li>Premises to be aware of cleaning support needed if wet lunch</li> <li>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.</li> </ul>	<p>MM</p> <p>Premises</p> <p>KP</p> <p>CD on the day</p> <p>KP</p>	<p>Sept 3<sup>rd</sup></p> <p>Sept 1<sup>st</sup></p>	<p>DONE</p> <p>DONE</p>
<b>Measures for arriving at and leaving school</b>					
<ul style="list-style-type: none"> <li>Travel to school patterns differ greatly between schools. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time.</li> <li>Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them.</li> </ul>	<ul style="list-style-type: none"> <li>Consider staggered starts or adjusting start and finish times to keep groups apart.</li> <li>A staggered start may, for example, include condensing / staggering free periods or break time but retaining the same</li> </ul>	<ul style="list-style-type: none"> <li>Adjusted finish time to allow each year group to leave with some space between next group</li> <li>Each entrance will have clear signage</li> <li>All students and staff will receive communication home for procedures</li> </ul>	<p>KP</p> <p>CD/Premises</p> <p>KP/HoYs</p>	<p>July planned</p> <p>By Sept 3<sup>rd</sup></p> <p>Last week of Aug</p>	<p>DONE</p> <p>DONE</p> <p>DONE</p>

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.	<p>amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour.</p> <ul style="list-style-type: none"> <li>Consider how to communicate this to parents and reinforce it as necessary.</li> <li>Ensure procedures are in place for removal of face coverings when arriving at school.</li> </ul>	<ul style="list-style-type: none"> <li>Staff will be based on entrance points to support the start of the school day</li> <li>No parents on site without a prior appointment</li> <li>Bike sheds to be zoned.</li> </ul>	<p>SLT set rota</p> <p>KP Comms</p> <p>CD/Premises</p>	<p>By start of term</p> <p>Last week August letter</p>	<p>DONE</p> <p>DONE</p> <p>DONE</p>
<b>Equipment and resources</b>					
<ul style="list-style-type: none"> <li>Equipment and resources are integral to education in schools.</li> <li>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.</li> <li>Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces.</li> <li>Resources that are shared between classes or bubbles, such as sports, art and science equipment 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.</li> </ul>	<ul style="list-style-type: none"> <li>Are staff and pupils reminded to use their own pencils and pens?</li> <li>Are there measures to limit sharing of resources as much as is possible?</li> <li>Are there measures to limit what is brought into and taken home from school?</li> <li>Is there a consistent policy for marking books?</li> <li>Are classroom resources included as part of an enhanced cleaning regime?</li> </ul>	<ul style="list-style-type: none"> <li>All students to receive a letter of what they should bring to school</li> <li>Resources in each classroom limited to one 'class pack' - when resources are used, they are kept and not given back.</li> <li>Staff marking and feedback update to be shared to minimise interactions and moving of books and resources</li> <li>Homework where possible to be online through Teams or SMHW to reduce hand ins</li> <li>Students to be timetabled to wear PE kit on their PE days to</li> </ul>	<p>KP/KRB</p> <p>KRB</p> <p>KRB comms</p> <p>All staff</p> <p>PE liaise with SLT</p>	<p>July, reminder Aug</p> <p>summer hols</p> <p>Conf Days</p> <p>Ongoing</p> <p>By Sept</p>	<p>DONE</p> <p>DONE</p> <p>DONE</p> <p>DONE</p> <p>DONE</p>

Guidance	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"> <li>Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers.</li> <li>It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery, and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development.</li> </ul>	<ul style="list-style-type: none"> <li>Are shared resources cleaned between use?</li> <li>Is outdoor playground equipment cleaned more frequently?</li> </ul>	<ul style="list-style-type: none"> <li>reduce changing and carrying of extra bags and equipment</li> <li>Visitors to be signed in by office staff so no sharing or touching of visitor books or pens</li> </ul>	CD discuss with relevant staff	By Sept	DONE
<b>6. Where necessary, wear appropriate personal protective equipment (PPE)</b>					
<ul style="list-style-type: none"> <li>The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including: <ul style="list-style-type: none"> <li>where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained</li> <li>where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Where staff have been identified as needing PPE, have they been provided with appropriate supplies?</li> <li>Have staff identified as needing PPE been provided with appropriate training and information on correct use and disposal?</li> </ul>	<ul style="list-style-type: none"> <li>PPE available for medical room use</li> <li>Located in welfare office</li> <li>Training on use and disposal.</li> </ul>	CD discuss with welfare	By Sept 3rd	DONE
<b>7. Engage with the NHS Test and Trace process</b>					
<ul style="list-style-type: none"> <li>Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to book a test if they are displaying symptoms.</li> </ul>	<ul style="list-style-type: none"> <li>Is there a clear understanding in the school around NHS Test and Trace procedures?</li> </ul>	<ul style="list-style-type: none"> <li>Communication on how to have a test if required to be shared and reminder to share result with school</li> <li>SBM has contact details for PHE.</li> </ul>	KP Comms  CD	Aug/Sept	DONE

Guidance	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"> <li>▪ Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school.</li> <li>▪ All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit</li> <li>▪ Staff and parents / carers must provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if contacted by NHS Test and Trace to self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)</li> <li>▪ Schools should ask parents and staff to inform them immediately of the results of a test.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Are the contact details for local Public Health Protection Team available?</li> <li>▪ Have the requirements around testing been communicated to all parties?</li> <li>▪ Have all parties been told that they must inform the school of the results of any test as soon as possible?</li> </ul>				
<b>8. Manage confirmed cases of coronavirus (COVID-19) amongst the school community</b>					
<ul style="list-style-type: none"> <li>▪ Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team.</li> <li>▪ The local health protection team will work with schools to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Are staff aware of the need to contact the local health protection team?</li> <li>▪ Are contact details for the local health protection team available?</li> <li>▪ Are proportionate records of pupils and staff in each group and close contacts between groups maintained?</li> <li>▪ Ensure that all visitors to the school sign in and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Procedures shared with staff on conference days and flowchart available to all for reference</li> <li>▪ Clear information shared on what can and can't be communicated for data protection purposes</li> <li>▪ Ensure visitors are minimised and when they do visit that we have contact details in case track and trace is needed.</li> </ul>	<p>KP/CD</p> <p>KP/CD/PMG</p> <p>CD with appropriate staff</p>	<p>Conf Days</p> <p>Conf Days</p> <p>For Sept</p>	<p>DONE</p> <p>DONE</p> <p>DONE</p>

Guidance	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"> <li>▪ The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see section 5 of system of control for more on grouping pupils). This should be a proportionate recording process.</li> <li>▪ Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’. They should get a test, and: <ul style="list-style-type: none"> <li>▪ if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.</li> <li>▪ if the test result is positive, they should inform their setting immediately, and must isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following ‘stay at home: guidance for households</li> </ul> </li> </ul>	<p>there is a means to contact them if needs be. Normal signing in records would be sufficient.</p>				

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
<p>with possible or confirmed coronavirus (COVID-19) infection'</p> <ul style="list-style-type: none"> <li>Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</li> </ul>					
<b>9. Contain any outbreak by following local health protection team advice</b>					
<ul style="list-style-type: none"> <li>If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.</li> <li>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure there are contingency procedures in place for an outbreak considering partial or full closure, on the advice of health protection teams.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance officer to keep a comprehensive log of absences and reasons</li> <li>Follow ups to be done with any student absent for CV- related symptoms through until testing complete</li> <li>All staff available to work through TEAMS.</li> </ul>	<p>KP and CD to liaise with Attendance officer</p> <p>SLT to ensure contingency plan in place with BET</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Initial plans discussed</p>
<b>Transport</b>					
<b>Dedicated school transport</b>					
<ul style="list-style-type: none"> <li>Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their</li> </ul>	<ul style="list-style-type: none"> <li>How pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school</li> </ul>	<ul style="list-style-type: none"> <li>There is no dedicated school transport to Teddington</li> <li>The school does not anticipate using minibuses during this period, and any potential need</li> </ul>	As required	As required	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
household or support bubble, or a 'one metre plus' approach where this is not possible, will not apply on dedicated transport.	<ul style="list-style-type: none"> <li>▪ Use of hand sanitiser upon boarding and/or disembarking</li> <li>▪ Additional cleaning of vehicles</li> <li>▪ Organised queuing and boarding where possible</li> <li>▪ Distancing within vehicles wherever possible</li> <li>▪ The use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group.</li> <li>▪ 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.</li> </ul>	to will be risk assessed before use.			
<b>Public transport</b>					
<ul style="list-style-type: none"> <li>▪ In many areas, pupils normally make extensive use of the wider public transport system, particularly public buses. We expect that public transport capacity will continue to be constrained in the autumn term. Its use by pupils, particularly in peak times, should be kept to an absolute minimum.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Can school start / end times be staggered to avoid peak times?</li> <li>▪ Encourage parents, staff, and pupils to walk or cycle to school if possible.</li> </ul>	<ul style="list-style-type: none"> <li>▪ There are four dedicated TFL buses that serve the school.</li> <li>▪ Communication home to encourage walking and cycling to school, but reminder and signposting to TFL guidance for</li> </ul>	KP/HoY comms	Aug letter	DONE

Guidance	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"> <li>Schools should work with partners to consider staggered start times to enable more journeys to take place outside of peak hours. We recognise that this option will be more feasible in some circumstances than others.</li> </ul>	<ul style="list-style-type: none"> <li>Consider using 'walking buses'</li> <li>Work with the local authority to promote safe cycling routes.</li> <li>Advise persons using public transport to follow safer travel guidance.</li> </ul>	<p>anyone who may use public transport.</p>			
<b>Pupils who are shielding or self-isolating</b>					
<ul style="list-style-type: none"> <li>We now know much more about coronavirus (COVID-19) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are high.</li> <li>A small number of pupils will still be unable to attend in line with public health advice because they are self-isolating</li> <li>Shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding.</li> <li>If rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore, they may be temporarily absent.</li> <li>Some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care</li> </ul>	<ul style="list-style-type: none"> <li>Identify any pupils who may not be able attend school</li> <li>Ensure there is provision for remote education.</li> <li>Monitor engagement with remote education.</li> <li>Discuss and engage with pupils and their parents regarding any concerns around returning to school.</li> <li>Communicate attendance expectations on school attendance.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure regular communication through welfare officer and attendance lead</li> <li>SLT available to speak to parents as required where attendance is an issue</li> <li>Letter to parents from KP to include attendance expectations – anyone not attending due to CV symptoms must seeks a test and check in with school each day until results known.</li> </ul>	<p>Pastoral team with KP aware</p> <p>KP/Welfare</p>	<p>Ongoing</p> <p>Start of term - Sept</p>	<p>DONE</p>



Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
with their health professional before returning to school					
<b>School workforce</b>					
<b>Staff who are clinically vulnerable or extremely clinically vulnerable</b>					
<ul style="list-style-type: none"> <li>▪ Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, most staff are expected to attend school.</li> <li>▪ Wider government policy advises those who can work from home to do so. We recognise this will not be applicable to most school staff, but where a role may be conducive to home working, for example some administrative roles, school leaders should consider what is feasible and appropriate.</li> <li>▪ Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. We expect this will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall.</li> <li>▪ Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing.</li> <li>▪ People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use government advice for those who are clinically vulnerable including pregnant women.</li> <li>▪ Use government advice on shielding and protecting people for those who are extremely clinically vulnerable.</li> <li>▪ Adopt a flexible approach in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Individual RAs possible for any staff who require additional support to return to work safely</li> <li>▪ School to follow government and BET advice for consistency</li> <li>▪ Consider any flexible working requests</li> <li>▪ Remind staff of Employee Assistance Programme.</li> </ul>	<p>KP CD</p> <p>CD</p>	<p>Initial contact made with staff vulnerable from previous RA's, concerns to be discussed in Sept or SLT available earlier if urgent and needed for return in Sept</p>	<p>Ongoing 7.9.20</p>
<b>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</b>					

Guidance	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"> <li>▪ Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19).</li> <li>▪ The reasons are complex and there is ongoing research to understand and translate these findings for individuals in the future. If people with significant risk factors are concerned, we recommend schools discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate.</li> <li>▪ People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.</li> <li>▪ Schools have a legal obligation to protect their employees, and others, from harm and should continue to assess health and safety risks and consider how to meet equalities duties in the usual way. Following the steps in this guidance will mitigate the risks of coronavirus (COVID-19) to pupils and staff and help schools to meet their legal duties to protect employees and others from harm.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consideration should be given to summarising risk and measures by role as indicated in the persons covered section at the start of this risk assessment.</li> <li>▪ Where there is a specific concern an individual risk assessment may be appropriate but this should be based on clear medical or specific need.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consider on a personalised basis as required.</li> </ul>	KP/CD	As required	Ongoing 7.9.20
<b>Staff working remotely</b>					
<ul style="list-style-type: none"> <li>▪ Where staff do work remotely, employer health and safety responsibilities still apply.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All staff working remotely to undertake DSE assessment and home working checklist.</li> <li>▪ All staff to be provided guidance on setting up a</li> </ul>	<ul style="list-style-type: none"> <li>▪ Any staff working remotely will undertake a new Home working assessment and updated DSE assessment</li> <li>▪ Line Managers will routinely make communication and staff</li> </ul>	CD Line Managers	As required	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	<p>safe and suitable work area.</p> <ul style="list-style-type: none"> <li>Ensure regular communication with staff working remotely.</li> </ul>	are linked using Teams to keep open dialogue.			
<b>Supporting staff</b>					
<ul style="list-style-type: none"> <li>Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</li> <li>All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Consider where additional resource could be safely brought in if necessary.</li> <li>Ensure regular communication and consultation with all staff</li> </ul>	<ul style="list-style-type: none"> <li>BET Employee Assistance Programme details to be sent to all staff</li> <li>School Leaders to ensure wellbeing and welfare is on the agenda for LM meetings</li> <li>All school updates to be communicated to all staff through Headteacher weekly briefings</li> <li>Regular wellbeing survey to continue (as those in summer 20 term)</li> <li>Additional work space provided in Staff Room to support distancing whilst working</li> <li>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</li> <li>Staff receive an additional briefing note as the school is in</li> </ul>	<p>CD</p> <p>SLT comms with those LM</p> <p>KP</p> <p>KP</p> <p>CD</p> <p>CD/KP</p> <p>KRB/CD</p>	<p>Conf Days</p> <p>Ongoing</p> <p>Weekly</p> <p>Twice per term</p> <p>For Sept</p> <p>Ongoing</p> <p>21/10/20</p>	<p>DONE</p> <p>DONE</p>

Guidance	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"> <li>Ensure staff know where to get additional support e.g. counselling or helplines.</li> </ul>	a Tier 2 Covid alert level area. This includes where staff can get more information and a reminder of expectations.			
<b>Catering</b>					
<ul style="list-style-type: none"> <li>We expect that kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals.</li> <li>School kitchens can continue to operate but must comply with the guidance for food businesses on coronavirus (COVID-19).</li> </ul>	<ul style="list-style-type: none"> <li>Confirm with catering provider that all relevant safety procedures are in place and that they are adhering to government guidelines</li> <li>Ensure that catering providers are aware of any changes to lunch times and operating practices you have made.</li> </ul>	<ul style="list-style-type: none"> <li>Catering provision will change</li> <li>Staggered lunch times to maintain bubbles</li> <li>Break collection points in bubbles</li> <li>Grab and go provision in place and caterers to respond with adequate food and packaging for this.</li> </ul>	CD KP to liaise with Cucina and confirm new arrangements	CD and KP met with Cucina 13/7  CD meeting Cucina on site to finalise 18/8	DONE  DONE
<b>Estates / Premises</b>					
<b>Maintenance</b>					
<ul style="list-style-type: none"> <li>We do not consider it necessary for schools to make significant adaptations to their site to enable them to welcome all children back to school. We also do not think schools will need to deliver any of their education on other sites (such as community centres / village halls) because class sizes can return to normal and spaces used by more than one class or group can be cleaned between use.</li> </ul>	<ul style="list-style-type: none"> <li>Carry out an end of summer holiday commission of the premises as normal including testing of fire systems and flushing through of little used water outlets.</li> <li>Continue with normal maintenance and inspection activities, including contractor visits</li> </ul>	<ul style="list-style-type: none"> <li>H&amp;S update training on conference day</li> <li>All usual statutory testing to occur over summer holidays and records to be maintained by premises team</li> <li>Any remedial reopening works to be completed before Sept</li> <li>CD/KP/KRB to walk site daily in last week of holidays to ensure site will be ready as needed in time.</li> </ul>	CD  CD Premises  CD Premises  CD KP KRB	Conf Days  summer Holidays  summer Holidays  Last week August	DONE  DONE  DONE  DONE

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	<p>ensuring that statutory maintenance and inspection is carried out.</p> <ul style="list-style-type: none"> <li>Consider if additional equipment such as wash basins, sanitising stations, or bins etc will be needed.</li> </ul>				
<b>Ventilation</b>					
<ul style="list-style-type: none"> <li>Once the school is in operation, it is important to ensure good ventilation.</li> <li>In classrooms, it will be important that schools improve ventilation (for example, by opening windows).</li> <li>HSE advice states that the risk of air conditioning spreading coronavirus is extremely low. If you use a centralised ventilation system that removes and circulates air to different rooms, it is recommended that you turn off recirculation and use a fresh air supply. You do not need to adjust other types of air conditioning systems.</li> </ul>	<ul style="list-style-type: none"> <li>If air handling systems that move air between rooms are used that set them to use a fresh air supply and do not recirculate air. Standalone room units can operate as normal.</li> <li>Ensure any filters in ventilation or air conditioning systems are changed as per manufacturer instructions. Take additional care when changing filters.</li> <li>Keep windows open in occupied rooms wherever possible.</li> <li>With due regard to fire safety, doors may be temporarily propped open to limit touching of door handles and aid ventilation. When an area</li> </ul>	<ul style="list-style-type: none"> <li>Doors and windows open where possible</li> <li>Air-con is serviced regularly and filters changed by professionals</li> <li>Security to be monitored and office doors to be locked when not occupied. SLT and Premises teams to take an action as required as part of roving duties.</li> <li>Some internal rooms have no external window and therefore poorer ventilation. For these rooms we will ensure the door remains open. For offices, staff will be signposted to alternative rooms available if sought as staff can largely work flexibly with laptops. If staff express concern, we will endeavour to find alternative rooms as much as possible.</li> </ul>	<p>All staff</p> <p>Premises under contract</p> <p>All staff</p> <p>CD/KP</p>	<p>Ongoing</p> <p>Monthly visit as per contract</p> <p>Ongoing</p> <p>As required/identified by staff</p>	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	or room is not in use all doors must be shut. Doors at the top and base of stairs, or to higher risk areas of fire starting e.g. kitchens / IT suites / plant rooms should not be propped open.				
<b>Fire safety</b>					
<ul style="list-style-type: none"> <li>Consider if any changes are required to emergency evacuation procedures because of any other changes made to provision in school e.g. where pupils and staff are located.</li> <li>A full fire drill may not be appropriate but ensure all staff are familiar with any changes to arrangements. Make sure any other persons e.g. contractors on site are aware of any changes.</li> <li>Other emergency procedures e.g. lockdown should be reviewed as required.</li> </ul>	<ul style="list-style-type: none"> <li>Review and update emergency plans and assembly points as required.</li> <li>Brief staff on any changes to arrangements.</li> <li>Consider if limited evacuation drills may be beneficial e.g. by group and especially for new pupils to the school.</li> </ul>	<ul style="list-style-type: none"> <li>Fire evacuation points to be communicated to take into account bubbles and space needed. Whole astro perimeter will now be used</li> <li>Fire drill to be undertaken in the first week</li> <li>Communicated on conference days.</li> </ul>	<p>KP CD</p> <p>KP CD Premises</p>	<p>Conf Days, Tutor groups</p> <p>By 11/9</p>	<p>DONE</p> <p>DONE</p>
<b>First aid and care provision</b>					
<ul style="list-style-type: none"> <li>The school must maintain suitable first aid and where needed paediatric first aid cover as normal.</li> <li>Social distancing and hygiene control measures must be maintained so far as is reasonably practicable when providing first aid.</li> <li>If staff need to escort pupils to the welfare room then social distancing and hygiene should be maintained. If this is not possible, then PPE should be used.</li> <li>All first aid equipment will always be accessible.</li> </ul>	<ul style="list-style-type: none"> <li>Consider limiting numbers in first aid rooms, cleaning the area after treatment, PPE for first aiders and thorough hand washing. PPE can include masks, gloves, aprons, goggles, or face shields.</li> <li>Have first aiders and welfare staff been made</li> </ul>	<ul style="list-style-type: none"> <li>PPE available for first aiders through welfare office</li> <li>Incidents recorded</li> <li>Escalation of serious issues if required</li> <li>All SLT complete Educare First Aid training to act as responsible person if needed.</li> </ul>	<p>Welfare Officer</p> <p>SLT</p>	<p>Ongoing</p> <p>Sept 1st</p>	<p></p> <p>DONE</p>

Guidance	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"> <li>Children, young people, and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way</li> <li>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 then a fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical 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.</li> </ul>	<p>aware of the measures in place and been provided with appropriate training and equipment.</p> <ul style="list-style-type: none"> <li>Incidents must be recorded as per the school's normal arrangements.</li> </ul>				
<b>School uniform</b>					
<ul style="list-style-type: none"> <li>It is for the governing body of a school (or the academy trust, in the case of academies) to make decisions regarding school uniform. Some schools may have relaxed their uniform policy while only certain categories of pupils were attending. We would, however, encourage all schools to return to their usual uniform policies in the autumn term. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>No general amendments</li> <li>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.</li> </ul>	KP/HoY letter	Aug 20	DONE
<b>Curriculum expectations</b>					
<b>Music</b>					

Guidance	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"> <li>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. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons. by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation.</li> <li>Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>Plan provision to reduce risks e.g. physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation.</li> </ul>	<ul style="list-style-type: none"> <li>No shared equipment outside bubbles</li> <li>Only exam year students to have specialist music facilities available</li> <li>Equipment and instruments not being used to go to storage to reduce number of surfaces and items in each room</li> <li>Access to music rooms is by teacher escort from their timetabled room to the specialist room.</li> </ul>	<p>All Staff – comms from KP KRB</p> <p>Department</p> <p>Teacher, briefed by CD/KP</p>	<p>Conf Days</p> <p>Conf Days</p> <p>Ongoing</p>	<p>DONE</p> <p>DONE</p> <p>Briefing DONE</p>
<b>Physical activity in schools</b>					
<ul style="list-style-type: none"> <li>Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Prioritise outdoor sports wherever possible.</li> <li>Pupils should be kept in consistent groups.</li> <li>Sports equipment should be thoroughly cleaned between each use by different individual groups.</li> <li>Contact sports are to be avoided.</li> </ul>	<ul style="list-style-type: none"> <li>Equipment grouped into bubbles for that year group</li> <li>Curriculum redesign to minimise contact</li> <li>No extra-curricular until further notice.</li> <li>Update 20/10/20 – extra-curricular is grouped by bubble and the timetable is linked to the spaces that year group can use.</li> </ul>	<p>Each HoD to designate equipment, KRB oversight</p> <p>MPM, CD/KP oversight</p>	<p>By start of term</p>	<p>DONE</p> <p>DONE</p>



Guidance	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"> <li>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.</li> <li>Further guidance is available from AfPE: COVID-19: Interpreting the Government Guidance in a PESSPA Context July 2020 A practical self-review tool for risk assessment.</li> </ul>					
<b>Science</b>					
<ul style="list-style-type: none"> <li>In addition to general control measures in schools there should be appropriate planning and consideration for delivering practical activities in science. This would be expected to be led by the department.</li> <li>Reference should be made to CLEAPSS GL343 – Guide to doing practical work during the COVID-19 Pandemic – Science, and other supporting guides.</li> </ul>	<ul style="list-style-type: none"> <li>Science department should review what practical sessions can be delivered and update risk assessments and lesson plans accordingly.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Not all year groups will be able to do full practical lessons due to re-rooming – priority for exam years</li> <li>Science technicians to clean and isolate any used equipment for 72 hours before reusing</li> <li>Technicians to receive CLEAPSS additional guidance.</li> </ul>	<p>Technicians</p> <p>CD</p>	<p>Ongoing</p> <p>By start of term</p>	<p>DONE</p>
<b>Design &amp; Technology</b>					

Guidance	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"> <li>▪ In addition to general control measures in schools there should be appropriate planning and consideration for delivering practical activities in Design &amp; Technology. This would be expected to be led by the department.</li> <li>▪ Reference should be made to CLEAPSS GL344 Guidance on practical work during the COVID-19 pandemic - D&amp;T, Food &amp; Art, and other supporting guides.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Design &amp; Technology department should review what practical sessions can be delivered and update risk assessments and lesson plans accordingly.</li> <li>▪ 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.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Only exam years will be using the workshops</li> <li>▪ Each classroom is marked for one bubble</li> <li>▪ Technician to maintain and clean equipment as appropriate</li> <li>▪ Equipment to be kept in bubble rooms to ensure no cross-usage</li> <li>▪ 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.</li> </ul>	<p>CD</p> <p>Technician</p> <p>Technician</p> <p>Technician</p>	<p>August</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>DONE</p>
<b>Art</b>					
<ul style="list-style-type: none"> <li>▪ In addition to general control measures in schools there should be appropriate planning and consideration for delivering practical activities in Art. This would be expected to be led by the department.</li> <li>▪ Reference should be made to CLEAPSS GL344 Guidance on practical work during the COVID-19 pandemic - D&amp;T, Food &amp; Art, and other supporting guides.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Art department should review what practical sessions can be delivered and update risk assessments and lesson plans accordingly.</li> <li>▪ Key considerations for practical activities include supervising pupils,</li> </ul>	<ul style="list-style-type: none"> <li>▪ Only exam years will be using the dedicated art studios</li> <li>▪ Each room is marked for one bubble</li> <li>▪ Technician to maintain and clean equipment as appropriate</li> <li>▪ Equipment to be kept in bubble rooms to ensure no cross-usage</li> </ul>	<p>CD</p> <p>Technician</p> <p>Technician</p>	<p>August</p> <p>Ongoing</p> <p>Ongoing</p>	<p>DONE</p>

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	<p>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.</p>	<ul style="list-style-type: none"> <li>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.</li> </ul>	Technician	Ongoing	
<b>Drama</b>					
<ul style="list-style-type: none"> <li>In addition to general control measures in schools there should be appropriate planning and consideration for delivering practical activities in Drama. This would be expected to be led by the department.</li> <li>Reference should be made to national body guidance. Additional relevant information is available in Government Guidance for people who work in performing arts, including arts organisations, venue operators and participants.</li> <li>Open Drama UK have produced a free guide on Supporting practical group work in drama studios post Covid-19 lockdown.</li> </ul>	<ul style="list-style-type: none"> <li>Drama department should review what practical lessons and activities can be delivered and update risk assessments and lesson plans accordingly.</li> <li>Key considerations for practical activities include the teaching space, group work and individual work, space layout for social distancing, managing use of resources (props, costumes etc) and technical equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Only Year 11 to access the drama studio</li> <li>Curriculum modified appropriately for other year groups in non-specialist spaces.</li> </ul>	HoD	By Term Time	DONE
<b>Educational visits</b>					

Guidance	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"> <li>Domestic (UK) overnight and overseas educational visits at this stage are advised against.</li> <li>In the autumn term, schools can resume non-overnight domestic educational visits.</li> <li>This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination. Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure educational visit planning and approval process is in place.</li> <li>Ensure existing groups remain together when on visits.</li> <li>Consider what additional Covid-19 control measures are needed when visiting indoor and outdoor venues.</li> </ul>	<ul style="list-style-type: none"> <li>No overnight visits will take place until further notice</li> <li>Any other visits will be strictly limited</li> <li>New procedure for trip approval and management, through CD and RSF to be launched with staff when appropriate</li> </ul>	CD RSF	Communicated on Conf Days	DONE
<b>Extra-curricular provision</b>					
<ul style="list-style-type: none"> <li>Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term. We recognise that schools may need to respond flexibly and build this up over time.</li> <li>We recognise that this will be logistically challenging for schools, particularly for clubs that would normally offer support across year groups, where parents are using multiple providers, or where childminders are picking up/dropping off pupils. Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.</li> </ul>	<ul style="list-style-type: none"> <li>Keep children within their year groups or bubbles where possible.</li> <li>Where this is not possible use small consistent groups.</li> <li>Additional cleaning may be required before / after sessions depending on school use of facilities during the day.</li> </ul>	<ul style="list-style-type: none"> <li>Extra curricular clubs are largely cross-bubble with no easy amendments possible and as such will not run at the start of term</li> <li>Intervention groups (within bubbles) may run, but not until at least week 4 of term after which staff will have settled and be confident with new routines</li> <li>Extra curricular can begin where it can be guaranteed that the integrity of the bubbles – students and resources – can be maintained.</li> </ul>	KP KRB CD  KP KRB CD  Departments submit a proposal to CD/KP for approval	Review Oct Half Term  Review by 26/9  Ongoing	DONE  DONE
<b>Pupil wellbeing and support</b>					

Guidance	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"> <li>Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress, or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers.</li> </ul>	<ul style="list-style-type: none"> <li>Consider the provision of pastoral and extra-curricular activities to all pupils</li> <li>Provide more focused pastoral support where issues are identified that individual pupils may need help with.</li> <li>Consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school.</li> </ul>	<ul style="list-style-type: none"> <li>Pastoral team to develop new 'risk register' expanded from previous versions with all data from lockdown period</li> <li>Pastoral team have designated rooms for each bubble</li> <li>Further support to manage wellbeing of students through breakout opportunities – SLT offices within each bubble available for time outs</li> <li>Extra support for students needing IT help – hidden anxiety – all students invited to sessions and logs of those not logged on – targeted support.</li> </ul>	<p>Pastoral team</p> <p>NHG oversee</p> <p>KEC</p>	<p>Ongoing but initial list by Sept</p> <p>Rooms designated over summer hols</p> <p>By 28/9</p>	<p>DONE</p> <p>DONE</p> <p>DONE</p>
<b>Behaviour expectations</b>					
<ul style="list-style-type: none"> <li>Schools should consider updating their behaviour policies with any new rules/policies and consider how to communicate rules/policies clearly and consistently to staff, pupils, and parents, setting clear, reasonable, and proportionate expectations of pupil behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>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 the behaviour.</li> <li>This could include pupils who would not normally require an individual</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour policy adapted and communicated</li> <li>Pastoral team to monitor closely and communicate with SLT as required</li> <li>High risk students to be updated of risks at the start of year.</li> </ul>	<p>Pastoral and NHG</p>	<p>Conf Days</p> <p>Ongoing</p>	<p>DONE</p>

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	<p>approach but with the new measures in place may require an assessment.</p> <ul style="list-style-type: none"> <li>▪ Additional measures and PPE may be required for staff in some circumstances.</li> <li>▪ School behaviour policy to be reviewed to take account of COVID-19 and any new measures in place.</li> </ul>				
<b>Contingency planning for outbreaks</b>					
<ul style="list-style-type: none"> <li>▪ If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread.</li> <li>▪ In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Have plans in place for communicating closure.</li> <li>▪ Have plans in place for remote provision of education including monitoring pupil engagement.</li> <li>▪ Have plans in place for remaining open only for vulnerable children and the children of critical workers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All teachers have a work-issued laptop and as such as able to work remotely if required</li> <li>▪ All staff trained in Teams and have received a code of conduct and further usage guidance docs</li> <li>▪ School could revert to previous (June 2020) operational plan for reduced numbers and operations for vulnerable and critical worker children only</li> <li>▪ Remote learning – technical run-throughs to minimise down time if scenario is needed.</li> </ul>	<p>IT</p> <p>IT/KEC</p> <p>KB, KEC to lead</p>	<p>Complete</p> <p>Complete</p> <p>29 Sept 2 Dec</p>	<p>DONE</p> <p>DONE</p> <p>DONE</p>