



COVID-19 risk assessment

Site / school name:			
Name(s) of person(s) covered by this assessment:	<ul style="list-style-type: none"> ▪ Students ▪ Staff: <ul style="list-style-type: none"> ▪ Classroom based staff ▪ Catering staff ▪ Cleaning staff ▪ Office staff ▪ Premises / site staff ▪ SMSAs ▪ Contractors 		
Tasks and activities covered by this risk assessment:	<ul style="list-style-type: none"> ▪ Full re-opening of schools from September 2021 ▪ Pick up and drop off from school ▪ Cleaning and sanitisation ▪ Food provision ▪ Potential remote working of some staff and students 		
Equipment and materials used:	<ul style="list-style-type: none"> ▪ General class and teaching materials ▪ Practical equipment and materials ▪ Sports and PE equipment ▪ Cleaning materials and equipment 		
Location(s) covered by this risk assessment:	<ul style="list-style-type: none"> ▪ All school premises and grounds 		
Name of person completing this risk assessment:	SLT	Date of completion:	
Risk assessment approved by:		Date of approval:	
Date risk assessment to be reviewed by:		Risk assessment no:	Version 14 – 25 th August 2021

Working Document

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 10 to 9 must be followed in every case where they are relevant.

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

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>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.</p>					
<p>Measures to stop persons coming into school with coronavirus symptoms</p>					
<ul style="list-style-type: none"> ▪ 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. ▪ Communicate these measures clearly to staff and the school community. Repeat on a regular basis. ▪ Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus. 	<ul style="list-style-type: none"> ▪ Is there a procedure in place for this? ▪ How will this be communicated to the school community? ▪ Consider what information or measures may be needed at school gates and entrances to the building, as well as on the school website. ▪ How will visitors to site be managed? 	<ul style="list-style-type: none"> ▪ Information about anyone showing symptoms needing to stay home until tested, will be on the website/in newsletters and sent via email or telephone messages. ▪ The temperature of children will be taken when they arrive at school and additionally throughout the day by the CT/TA if needed. If it is above 37.8 then parents will be called to collect them asap. The child will be taken to the red chairs outside the office entrance. ▪ Limited visitors or parents to come into the school building. Communication to occur by the entrance gates to the school where possible or in the playground. When onsite 	<p>SLT Office staff All staff</p>	<p>Daily basis</p>	

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		<p>visitors will be required to wear face masks in communal spaces. Deliveries will NOT come through the reception area but will go around the hall entrance by the portacabin.</p> <ul style="list-style-type: none"> All staff in school are encouraged to undertake Lateral Flow testing, provided by the school, twice a week. Test results will be given to the NHS as per test kit booklet and put onto Arbor. 			
Suspected case of coronavirus in school					
<ul style="list-style-type: none"> If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow 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. 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 	<ul style="list-style-type: none"> Is there a procedure for managing suspected cases of coronavirus? Is there an appropriate room identified that can be used to isolate someone with symptoms whilst they are awaiting collection? Have welfare staff and others been trained in measures to take? Have welfare staff and others been provided with PPE and training on its use? 	<ul style="list-style-type: none"> The red chairs outside the office entrance will be used for any children with symptoms of Covid-19. The red chairs must be accessed via the external route and not through reception. The adult taking the child to either location will wear PPE kit (apron, gloves and face mask, face shield). This kit will be double bagged and kept away from other rubbish for 72 hours, before being disposed of. If the child being isolated needs to use the toilet they will use 	<p>One TA from bubble SLT Office staff Premises manager Cleaners First Aiders</p>	<p>As needed</p> <p>Cleaning - daily</p>	

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<p>them to an area which is at least 2 metres away from other people.</p> <ul style="list-style-type: none"> ▪ If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else. ▪ PPE 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). ▪ 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. ▪ 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. ▪ Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand 	<ul style="list-style-type: none"> ▪ Is there a procedure for contacting the local public health protection team? 	<p>the boy's toilets by Walnut class</p> <ul style="list-style-type: none"> ▪ Any children or adults with symptoms will need to get a test done https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/get-an-antigen-test-to-check-if-you-have-coronavirus/ ▪ A member of the office staff or SLT will contact Public Health England if anyone has a positive test results: publichealth@southwark.gov.uk, cc-ing in Yvonne.ely@southwark.gov.uk <p>DfE Helpline Covid 08000468687 8am - 6pm M-F 10am - 4pm Sat & Sun</p> <ul style="list-style-type: none"> ▪ Main switchboard 0207 654 8000 ▪ A cleaner will continue to clean high contact points and toilets throughout the day on a daily basis. This will include hand rails on both staircases. 			

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<p>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.</p>					
<p>2. Clean hands thoroughly more often than usual.</p>					
<ul style="list-style-type: none"> ▪ 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. ▪ Regular and thorough hand cleaning is going to be needed for the foreseeable future. 	<ul style="list-style-type: none"> ▪ Build hand washing/sanitising 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. ▪ Are there enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly? ▪ Ensure supervision of hand sanitiser use given risks around ingestion. ▪ Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an 	<ul style="list-style-type: none"> ▪ Children and adults will regularly wash/sanitise hands throughout the day. Children will be directed to do this. Teachers will wash/sanitise hands after each lesson and during as needed (see marking guidance) ▪ Wipe down of items before and after use signs on the following: sign in sheet, laminator, photocopier, trimmer, toilets – wipes/spray or tissues to do this. Or use of sanitiser before and after. ▪ Office staff to ensure all staff and other adults/children use hand sanitizer and/or wipes in the reception area before going to any other part of the school. Contractors and visitors need to wear 	<p>All staff and children</p> <p>Premises Manager</p> <p>All staff</p> <p>Office Staff</p>	<p>Regularly throughout the day.</p>	

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	<p>alternative.</p> <ul style="list-style-type: none"> ▪ Sufficient quantities of cleaning supplies and hand soap to be maintained. ▪ All staff will be briefed weekly as a minimum on expected hygiene standards. ▪ All staff instructed to actively monitor to ensure all pupils and colleagues are adhering to principles of good hygiene. 	<p>face masks in communal areas at all points.</p> <ul style="list-style-type: none"> ▪ All staff will wipe down the touch screen before and after using, when signing in and out each day or sanitise before and after. When greeting visitors, the office staff will ensure that this is done. ▪ Regular emails will outline any reminders/changes to cleaning and or hygiene controls, a copy of this will also be put on the board in the staffroom by the office by the office staff. ▪ All staff responsible for reminding others about good hygiene and correcting poor practise. Adults and children to be reminded as needed. ▪ Hand washing facilities in all classrooms using sanitiser and or soap and water with paper towels ▪ A cleaner will continue to clean high contact points and toilets throughout the day. This will include hand 	<p>Premises manager and Cleaners</p>		

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		rails on both staircases.			
3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.					
<ul style="list-style-type: none"> ▪ 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. ▪ Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. ▪ Public Health England does not (based on current evidence) recommend the use of face coverings in primary schools. This evidence will be kept under review. They are not required in schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education. 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. 	<ul style="list-style-type: none"> ▪ Are there enough tissues and bins available in the school to support pupils and staff to follow this routine? ▪ Ensure that younger children and those with complex needs are helped to get this right. ▪ Are there risk assessments in place for pupils with complex needs who will struggle to maintain as good respiratory hygiene as their peers? ▪ All staff will be briefed weekly as a minimum on expected hygiene standards. ▪ All staff instructed to actively monitor to ensure all pupils and colleagues are adhering to principles of good hygiene. ▪ Will there be procedures in place at school entrances for removal of face coverings including bins for disposal. 	<ul style="list-style-type: none"> ▪ Blue tissues in all classrooms and First Aid Station and stock checked regularly by Roy. ▪ Facial tissues in all classrooms and communal areas. ▪ Staff may choose to wear a face shield/face covering at certain points during the day. Face shields are allocated to staff who request one and should not be shared. Staff need to see a member of SLT to request a face shield which will be allocated to them individually named and logged. All staff are recommended to wear a face shield or face mask at the beginning and the end of the day. Parents are recommended to wear a face shield and/or mask at drop off and collection times. ▪ Face shields must be worn down over face and not at 	<p>All staff and children</p> <p>Premises manager</p>	<p>Throughout the day</p>	

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		<p>45 degrees to be effective and masks fully covering mouths and noses.</p> <ul style="list-style-type: none"> ▪ Expectations of hygiene standards and any changes will be reiterated in the Weekly Diary meeting and included in the weekly staff news email. A copy of this will be put on the board in the staff room and the staff news folder in the staff room by a member of the office team. ▪ Any children who arrive with a face mask will put it in their coat pocket/or plastic wallet supplied by TA/CT for use when they leave the school grounds. Adult visitors will wear a face mask/shield when in communal areas and when walking down corridors. ▪ All staff are responsible for reminding children and other adults about good hygiene and correcting poor practise. 			
<p>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.</p>					
<p>Enhanced cleaning regime</p>					

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<ul style="list-style-type: none"> ▪ 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 ▪ 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. ▪ 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. ▪ 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. 	<ul style="list-style-type: none"> ▪ Is there an enhanced cleaning regime in place and are all cleaners and staff aware of measures to take? ▪ Are high contact items such as door handles, including main entrance doors and commonly used doors cleaned more frequently? ▪ Are bins emptied throughout the day? ▪ IT equipment should ideally be used by one person as a designated workstation. Where possible IT equipment should be cleaned (wiped down) pre-use and at the end of the day. 	<ul style="list-style-type: none"> ▪ A cleaner will continue to clean high contact points and toilets throughout the day. This will include hand rails on all staircases. ▪ Daily deeper cleans of all classrooms will occur at the end of the day (3.30-5.30pm). Roy will brief cleaners as needed about any changes. ▪ Cleaning of tables in the dinner hall will occur between the sittings in the dinner hall by Harrison's staff. ▪ Shared resources like laptops will be wiped down between uses within the same 'bubble'. ▪ The computing suite maybe used but the adult with the group is responsible for wiping down equipment as needed. ▪ If SLT or admin rooms are used by Teachers/TAs they will wipe down all main surfaces after use eg: phone, keyboard 	<p>Cleaners</p> <p>Premises Manager</p>	<p>Daily</p> <p>Briefing weekly</p>	
Hazards from using new or different hazardous products					
<ul style="list-style-type: none"> ▪ If any new cleaning, sanitisation, or other products 	<ul style="list-style-type: none"> ▪ Ensure that any hazardous 	<ul style="list-style-type: none"> ▪ Roy to monitor, ensure correct 	Premises	As needed	

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<p>are used then they should be assessed as with any other hazardous substance.</p>	<p>substances that are used because of changes to cleaning or hygiene regimes have a COSHH risk assessment.</p> <ul style="list-style-type: none"> ▪ Ensure that any significant findings or precautions are shared with those using the products. ▪ It should be noted that in most if not all cases these will be lower risk items. 	<p>paperwork is done and shared with relevant staff.</p>	<p>manager</p>		
Contaminated waste					
<ul style="list-style-type: none"> ▪ Contaminated or potentially contaminated waste must be dealt properly to reduce the risk of the spread of coronavirus. 	<ul style="list-style-type: none"> ▪ 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. ▪ It should then be put in a suitable and secure place and marked for storage until the individual's test results are known. ▪ You should not put your waste in communal waste areas until negative test results are known or the waste has been stored for 	<ul style="list-style-type: none"> ▪ Any children who arrive with a re-usable face covering will put it in their coat pocket or plastic wallet supplied by TA/CT for use when they leave the school grounds. ▪ Any children who arrive with a non-re-usable face covering will put it in a bin and a replacement will be provided for the end of the day. Adult visitors will wear a face mask when in communal areas and when walking down corridors. ▪ The seating outside the office entrance will be used 	<p>All staff and children</p> <p>TA from bubble</p>	<p>As needed</p>	

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	<p>at least 72 hours.</p> <ul style="list-style-type: none"> ▪ If the individual tests negative, this can be put in with the normal waste ▪ If the individual tests positive, then store it for at least 72 hours and put in with the normal waste ▪ 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. 	<p>for any children with symptoms of covid-19. The adult taking the child to this seating area will either stay 2m away from the child if possible or will wear PPE kit (apron, gloves and face mask, face shield). This kit will then be disposed of afterwards, it will be double bagged and kept away from other rubbish for 72 hours, before being disposed of. Each phase has a PPE kit for this purpose which will be replaced if used.</p> <ul style="list-style-type: none"> ▪ All staff or children with symptoms to get an NHS test done: https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/get-an-antigen-test-to-check-if-you-have-coronavirus/ 			

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

Maintaining groups or bubbles

<ul style="list-style-type: none"> ▪ Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). Schools must do everything possible to minimise 	<ul style="list-style-type: none"> ▪ Consider the minimum size groups you can manage whilst delivering the 	<ul style="list-style-type: none"> ▪ Adults should maintain a distance from each other where possible, and from 	SLT Premises	Pre-September	
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<p>contacts and mixing while delivering a broad and balanced curriculum.</p> <ul style="list-style-type: none"> ▪ 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. ▪ 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. ▪ 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). ▪ 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. ▪ 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 	<p>curriculum.</p> <ul style="list-style-type: none"> ▪ Can consistent groups be maintained wherever possible? ▪ Groups should be kept apart from other groups. This could be through using different parts of the school for each group, limiting sharing of rooms and social spaces, varying break and lunch times and limiting movement between lessons. ▪ Social distancing should be reinforced within groups, particularly for older children. ▪ Where staff need to move between groups are they able to maintain their distance as much as possible and ideally 2 metres from pupils and other adults? 	<p>children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact of more than 10 mins and minimise time spent close to others (within 1 metre)</p> <ul style="list-style-type: none"> ▪ Should an outbreak occur in school and need containing then the phases will form bubbles if needed. ▪ First aid will continue to be done outside the classroom or at the First Aid station in the hall. Where first aid can be done in the playground or in the class room this should happen. Class teachers will work on site for their PPA day every other week in the room in the flat/Walnut class or at home – this will be the individual teacher's choice. 	<p>manager All staff</p>	<p>Daily September on</p>	

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<p>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).</p> <ul style="list-style-type: none"> ▪ Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized ‘bubbles’. ▪ Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. ▪ Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. ▪ When using larger groups, the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. 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. ▪ 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 		<ul style="list-style-type: none"> ▪ The staff room will continue to be based in the art block. The one-way system in this room will continue to operate. ▪ The old staffroom will continue to be used as a working space. Do not congregate in this room particularly at the beginning and end of the day. ▪ Ensure children taking messages around this school is an essential message to reduce movement of children around the school throughout the day. ▪ Children who need to complete reflection sheets as they have got to red on the behaviour display will continue to do these in their own classroom. ▪ Children will not be taken out for serious incidents unless they are likely to harm themselves or others, if this is the case they will be escorted to a member of SLT (but not taking them into the area by the office) 			

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<p>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.</p> <ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> Children who are malicious about covid related issues towards other children and/or adults and or spit etc on purpose will be dealt with by SLT if needed and parents contacted to inform them. Children who need an individual behaviour plan will have one agreed with the class teacher/ TA and at least one member of SLT as and when it is needed. 			
Measures within the classroom					
<ul style="list-style-type: none"> 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. 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. This is not always possible, particularly when working with younger children, but if adults can do 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> EYFS will sanitise hands regularly to reduce transmission of shared resources like pencils, wipeable toys etc. Unnecessary equipment will be removed to allow full use of the space. <p>Windows and doors will be left open whenever possible. The heating will be turned up if this is needed. Doors and windows will be</p>	SLT Premises Manager All teachers	Pre-September September onwards	

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<p>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' educational and care support should be provided as normal.</p> <ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> A 2m space around the teacher's desk should be maintained wherever possible. Consider if moving furniture will also allow for better access routes maximising distance from other desks etc. All spaces should be well ventilated using windows etc where possible. See also notes on air conditioning in premises section below. 	<p>opened at the beginning of the day by the premise's manager and closed at lock up time. Adults will not close windows and doors throughout the day unless it is raining heavily, the outdoor temperature is low or a child or furniture is getting wet. They should then be re-opened when the rain stops or if cold opened regularly to ventilate the room by CT/TA. Rooms should be ventilated at least 5 minutes an hour or at all points when the children are not in the classroom (break and lunch times).</p>			
Measures elsewhere					
<ul style="list-style-type: none"> Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group. When timetabling, groups should be kept apart and movement around the school site kept to a 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 	<ul style="list-style-type: none"> Ensure that large gatherings involving more than one group are avoided Plan timetables to minimise groups using corridors at the same time, including staggering break and lunch times. Plan time for cleaning 	<ul style="list-style-type: none"> Collective worship will take place in the hall with gaps between phases where possible. The computing suite maybe used but the adult with the group is responsible for wiping down equipment as needed. Library to be used on a timetable system again. 	SLT/ML Premises Manager	Daily	

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<p>between groups).</p> <ul style="list-style-type: none"> 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. 	<p>between groups using shared spaces.</p> <ul style="list-style-type: none"> Consider how staff rooms can be set up to maintain distancing. 	<ul style="list-style-type: none"> Hall not in use for lessons from 11-1.45pm due to lunches. Timetabled lessons daily in the stadium, KS1 playground or the hall if required for specific lessons (PE, P4C or drama) 			
Measures for arriving at and leaving school					
<ul style="list-style-type: none"> 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. 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. 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. 	<ul style="list-style-type: none"> Consider staggered starts or adjusting start and finish times to keep groups apart. A staggered start may, for example, include condensing / staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour. Consider how to communicate this to parents and reinforce it as necessary. Ensure procedures are in place for removal of face 	<ul style="list-style-type: none"> Any children who arrive with a re-usable face covering will put it in their bag/or bagged up for use when they leave the school grounds. Any disposable masks will be put in a bin and a replacement mask given for leaving if needed. Adult visitors will wear a face mask when in communal areas. All staff are recommended to wear a face shield or mask at the beginning and the end of the day. Parents are recommended to wear a face shield and/or mask at drop off and collection times. 	<p>SLT</p> <p>Office staff</p>	<p>Daily</p> <p>As needed</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 when arriving at school.				
Equipment and resources					
<ul style="list-style-type: none"> ▪ Equipment and resources are integral to education in schools. ▪ 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. ▪ 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. ▪ 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. ▪ Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. ▪ 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 	<ul style="list-style-type: none"> ▪ Are staff and pupils reminded to use their own pencils and pens? ▪ Are there measures to limit sharing of resources as much as is possible? ▪ Are there measures to limit what is brought into and taken home from school? ▪ Is there a consistent policy for marking books? ▪ Are classroom resources included as part of an enhanced cleaning regime? ▪ Are shared resources cleaned between use? ▪ Is outdoor playground equipment cleaned more frequently? 	<p>Teachers need to wash or sanitise their hands after marking books. If books are taken off site they must be back for the next lessons. Shared resources between different phases will be wiped down between uses (laptops/PE equipment)</p> <ul style="list-style-type: none"> ▪ Children will come to school in their PE kit on PE days. This will include their school jumper and jogging bottoms/shorts and trainers or plimsols. ▪ Children’s mobile phones will be collected in at the gate and put in a box which will be stored in the office. They can collect from the gate at the end of the day. 	<p>Teachers and class TA’s</p> <p>All staff</p>	<p>Prior to September</p> <p>Daily (more if needed for laptops)</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:
contribute to pupil education and development.					
6. Where necessary, wear appropriate personal protective equipment (PPE)					
<ul style="list-style-type: none"> ▪ 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: ▪ where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained ▪ where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used 	<ul style="list-style-type: none"> ▪ Where staff have been identified as needing PPE, have they been provided with appropriate supplies? ▪ Have staff identified as needing PPE been provided with appropriate training and information on correct use and disposal? 	<ul style="list-style-type: none"> ▪ The red chairs outside the office entrance will be used for any children with symptoms of covid-19. The adult taking the child to the red chairs must do so via the external route and not through the reception area. The adult taking the child to the seating area by the office will stay 2m away from the child if possible or wear PPE kit (apron, gloves and face mask, face shields). This kit will be double bagged and kept away from other rubbish for 72 hours, before being disposed of. ▪ If there is a more serious First Aid issue with blood or other bodily fluids, First Aiders must wear gloves and/or face masks/face shields if needed. These will be provided in the red First Aid cupboard in the hall. Please alert Roy if stock is running low. All 	TA from bubble Premises Manager First Aiders	As needed	

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>First Aiders must replenish their own First Aid Bum Bags regularly throughout the day/week as needed.</p> <ul style="list-style-type: none"> Staff who wish to wear a face covering or face shield may do so, they do not need to check this with SLT The link below has information and a video to show how to put on/take off PPE safely. <p>https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures</p>			
10. Engage with the NHS Test and Trace process					
<ul style="list-style-type: none"> 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. 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. 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 Staff and parents / carers must provide details of anyone they have been in close contact with if they 	<ul style="list-style-type: none"> Is there a clear understanding in the school around NHS Test and Trace procedures? Are the contact details for local Public Health Protection Team available? Have the requirements around testing been communicated to all parties? Have all parties been told that they must inform the 	<ul style="list-style-type: none"> All staff or children with symptoms to get an NHS test done: https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/get-an-antigen-test-to-check-if-you-have-coronavirus/ All staff and parents have been emailed this link. All parents will continue to be updated with the latest self-isolating guidance as it 	<p>All staff and parents of children as needed</p> <p>Office staff</p>	<p>As needed</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>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)</p> <ul style="list-style-type: none"> Schools should ask parents and staff to inform them immediately of the results of a test. 	<p>school of the results of any test as soon as possible?</p>	<p>is updated by the government by email/text or newsletter.</p>			
<p>8. Manage confirmed cases of coronavirus (COVID-19) amongst the school community</p>					
<ul style="list-style-type: none"> 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. 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. 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. Household members of those contacts who are sent home do not need to self-isolate themselves unless 	<ul style="list-style-type: none"> Are staff aware of the need to contact the local health protection team? Are contact details for the local health protection team available? Are proportionate records of pupils and staff in each group and close contacts between groups maintained? Ensure that all visitors to the school sign in and there is a means to contact them if needs be. Normal signing in records would be sufficient. 	<ul style="list-style-type: none"> SLT member to Email PublicHealth@southwark.gov.uk Arbor functionality means we can email or text parents if needed about potential cases as well as calling phone numbers. Office staff to take contact numbers and addresses of visitors and ask them to scan the QR code the NHS track and trace system when they sign in. 	<p>SLT</p>	<p>As needed</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>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:</p> <ul style="list-style-type: none"> ▪ 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. ▪ 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 with possible or confirmed coronavirus (COVID-19) infection' ▪ 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. 					
<p>9. Contain any outbreak by following local health protection team advice</p>					
<ul style="list-style-type: none"> ▪ If schools have two or more confirmed cases within 	<ul style="list-style-type: none"> ▪ Ensure there are 	<ul style="list-style-type: none"> ▪ Follow guidance from Public 	SLT and all	As needed	

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>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.</p> <ul style="list-style-type: none"> 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. 	<p>contingency procedures in place for an outbreak considering partial or full closure, on the advice of health protection teams.</p>	<p>Health contact at Southwark if a positive test is returned within the school.</p>	<p>staff</p>		
<p>Transport</p>					
<p>Dedicated school transport</p>					
<ul style="list-style-type: none"> 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 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"> How pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school Use of hand sanitiser upon boarding and/or disembarking Additional cleaning of vehicles Organised queuing and boarding where possible Distancing within vehicles wherever possible 	<ul style="list-style-type: none"> n/a 			

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"> ▪ 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. ▪ 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. 				
Public transport					
<ul style="list-style-type: none"> ▪ 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. ▪ 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. 	<ul style="list-style-type: none"> ▪ Can school start / end times be staggered to avoid peak times? ▪ Encourage parents, staff, and pupils to walk or cycle to school if possible. ▪ Consider using 'walking buses' ▪ Work with the local authority to promote safe cycling routes. ▪ Advise persons using public transport to follow safer travel guidance. 	<ul style="list-style-type: none"> ▪ Most families are able to walk or cycle to school, some travel in private cars. A small few get buses to school, these families would be encouraged to use an alternative form of transport where able and use face coverings on any form of public transport in line with latest government guidelines. ▪ Staff who have to use public transport need to follow government guidance. ▪ If children are not collected on time the class teacher will inform the office after 15 	Parents	Daily	

Guidance	Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
		minutes and take them to the classroom, on a Tuesday a member of SLT will take late collected children in the hall.			
Pupils who are shielding or self-isolating					
<ul style="list-style-type: none"> ▪ 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. ▪ A small number of pupils will still be unable to attend in line with public health advice because they are self-isolating ▪ 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. ▪ 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. ▪ 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 with their health professional before returning to school 	<ul style="list-style-type: none"> ▪ Identify any pupils who may not be able attend school ▪ Ensure there is provision for remote education. ▪ Monitor engagement with remote education. ▪ Discuss and engage with pupils and their parents regarding any concerns around returning to school. ▪ Communicate attendance expectations on school attendance. 	<ul style="list-style-type: none"> ▪ If any child needed to shield then a GP letter would be needed. ▪ Health Care Plans for some individual children may be needed. 	SLT Office Staff Parents GPs	Prior to return to school	
School workforce					
Staff who are clinically vulnerable or extremely clinically vulnerable					

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"> ▪ 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. ▪ 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. ▪ 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. ▪ 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. ▪ People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace. 	<ul style="list-style-type: none"> ▪ Use government advice for those who are clinically vulnerable including pregnant women. ▪ Use government advice on shielding and protecting people for those who extremely clinically vulnerable. ▪ 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. 	<ul style="list-style-type: none"> ▪ As with children who are shielding any staff members would need a GP's letter to confirm they are or are not able to be in school. This would be a compulsory requirement prior to this staff member working remotely from home. ▪ Continue with existing Individual Risk Assessments for some members of staff and offer this as an option for all staff and adjust if needed. Staff need to see the HT if this is the case. ▪ All BAME staff have been sent an individual risk assessment, it was their choice whether to complete this or not. ▪ Anyone living with a person who is critically vulnerable is still expected to come to work. 	SLT Office staff Staff as needed (BAME) GPs	Prior to return to school	
People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.					
<ul style="list-style-type: none"> ▪ Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19). ▪ The reasons are complex and there is ongoing 	<ul style="list-style-type: none"> ▪ Consideration should be given to summarising risk and measures by role as indicated in the persons 	<ul style="list-style-type: none"> ▪ Continue with Individual Risk Assessments for members of staff who requested one - see well-being section as well. 	SLT	By end of September	

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>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.</p> <ul style="list-style-type: none"> People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace. 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. 	<p>covered section at the start of this risk assessment.</p> <ul style="list-style-type: none"> Where there is a specific concern an individual risk assessment may be appropriate but this should be based on clear medical or specific need. 	<p>Individual risk assessments may need to be adjusted and staff need to see the HT if this is the case.</p>			
Staff working remotely					
<ul style="list-style-type: none"> Where staff do work remotely, employer health and safety responsibilities still apply. 	<ul style="list-style-type: none"> All staff working remotely to undertake DSE assessment and home working checklist. All staff to be provided guidance on setting up a safe and suitable work area. Ensure regular communication with staff working remotely. 	<ul style="list-style-type: none"> Tasks to support curriculum and remote learning as needed would be the focus for anyone working from home and is well enough to do so. Staff who need to teach or work from home need to use Microsoft teams. 	<p>SLT</p> <p>Individual staff as needed.</p>	<p>Weekly as needed</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:
Supporting staff					
<ul style="list-style-type: none"> ▪ 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. ▪ 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. 	<ul style="list-style-type: none"> ▪ Be aware of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working practices in a way that promotes good work-life balance and supports teachers and leaders. ▪ Workload should be carefully managed and assess whether staff who are having to stay at home due to health conditions are able to support remote education, while others focus on face-to-face provision. ▪ Consider where additional resource could be safely brought in if necessary. ▪ Ensure regular communication and consultation with all staff ▪ Ensure staff know where to get additional support e.g. counselling or helplines. 	<ul style="list-style-type: none"> ▪ All staff who choose to complete an individual risk assessment. In some cases, may be advised to see their GP or referred for an OH appointment. This should alleviate anxiety or stress particularly if they feel more vulnerable as they are in the BAME category. ▪ All staff will also be encouraged to use the MAT's free well-being Employee Assistance Programme – EAP which provides confidential support and counselling and advice. The contact details are: 24/7 freephone:0800 328 1437 From outside the UK: +44 (0) 1482 661 814 Minicom: 01482 661 911 (8.30am – 6.00pm) Online:employeeassistance.org.uk Your login access code is: SDBEMAT ▪ Staff CPD will have a 	<p>SLT</p> <p>Any staff as needed</p>	<p>Prior to or during September</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:
		regular Well-Being element and some meetings will be shortened to support this.			
Catering					
<ul style="list-style-type: none"> 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. School kitchens can continue to operate but must comply with the guidance for food businesses on coronavirus (COVID-19). 	<ul style="list-style-type: none"> Confirm with catering provider that all relevant safety procedures are in place and that they are adhering to government guidelines Ensure that catering providers are aware of any changes to lunch times and operating practices you have made. 	<ul style="list-style-type: none"> The kitchen will stay out of bounds and no staff other than catering staff/SLT or premises manager to enter. If staff are having a school dinner they must inform the office by 10am each day. School dinner dishes MUST be returned to the trolley by the kitchen not left in the staffroom or other parts of the school. 	Catering staff	Prior to September and on a weekly basis as guidance changes.	
Estates / Premises					
Maintenance					
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. Continue with normal maintenance and 	<p>The premises manager will note any issues on his opening and locking up daily and will share these with SLT. Staff need to bring other issues to him if needed which will also be shared with SLT.</p> <p>Any visitors/contractors coming on site will be escorted about the site following mask guidance with Roy on their first</p>	Premises manager SBM	Prior to September	

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>inspection activities, including contractor visits ensuring that statutory maintenance and inspection is carried out.</p> <ul style="list-style-type: none"> Consider if additional equipment such as wash basins, sanitising stations, or bins etc will be needed. 	<p>visit. This will be to ensure that Risk Assessment is adhered to including one-way systems.</p>			
Ventilation					
<ul style="list-style-type: none"> Once the school is in operation, it is important to ensure good ventilation. In classrooms, it will be important that schools improve ventilation (for example, by opening windows). 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. 	<ul style="list-style-type: none"> 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. Ensure any filters in ventilation or air conditioning systems are changed as per manufacturer instructions. Take additional care when changing filters. Keep windows open in occupied rooms wherever possible. With due regard to fire safety, doors may be temporarily propped open to limit touching of door 	<p>Windows and doors will be propped open first thing in the morning by the premises officer. These will be kept open unless the weather means that rain is coming into the classroom or the temperature is too low.</p> <ul style="list-style-type: none"> Certain doors will be kept closed – door to kitchen, doors between hall by kitchen to Larch and Redwood Class side. If doors are closed due to rain or temperature they must be opened at least every hour for 5 minutes to ventilate the room or when the children are at break or lunch. 	<p>Premises manager</p> <p>SLT</p>	<p>Daily</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>handles and aid ventilation. When an area 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.</p>				
Fire safety					
<ul style="list-style-type: none"> ▪ 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. ▪ 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. ▪ Other emergency procedures e.g. lockdown should be reviewed as required. 	<ul style="list-style-type: none"> ▪ Review and update emergency plans and assembly points as required. ▪ Brief staff on any changes to arrangements. ▪ Consider if limited evacuation drills may be beneficial e.g. by group and especially for new pupils to the school. 	<ul style="list-style-type: none"> ▪ Fire Drill and Lockdown procedure arrangements to be covered with all staff via email and in person. There will then be further unannounced fire drills once a term. ▪ One designated person will be the link person for certain areas of the school. <p>EYFS – Angela KS1 – Donna M LKS2 – Ali UKS2 – Tracey Hall/Kitchen/Offices/Staffroom and Reception Area – Roy</p> <p>All staff are to close doors behind them if they are at the back of the line/last out as most doors are fire doors.</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:
		Link person check their area is clear (no people in any rooms including toilets) and close any doors that are needed. They then communicate that their area is clear to Roy or a member of SLT in the KS1 playground.			
First aid and care provision					
<ul style="list-style-type: none"> ▪ The school must maintain suitable first aid and where needed paediatric first aid cover as normal. ▪ Social distancing and hygiene control measures must be maintained so far as is reasonably practicable when providing first aid. ▪ 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. ▪ All first aid equipment will always be accessible. ▪ 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 ▪ 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 	<ul style="list-style-type: none"> ▪ Consider limiting numbers in first aid rooms, cleaning the area after treatment, PPE for first aiders and thorough hand washing. PPE can include masks, gloves, aprons, goggles, or face shields. ▪ Have first aiders and welfare staff been made aware of the measures in place and been provided with appropriate training and equipment. ▪ Incidents must be recorded as per the school's normal arrangements. 	<p>There will be a least one paediatric first aid person in each phase.</p> <ul style="list-style-type: none"> ▪ There will be a temperature check of children if needed. ▪ Children displaying hay fever (cough, sneezing) like symptoms will have their temperature taken at least twice a day. ▪ One member of staff should use each one daily (where possible) rather than multiple staff using each device. If not possible the device should be wiped down before and after use. ▪ First Aid will be done outside classrooms being used or in the playground. ▪ A member of SLT or a TA will be called on for a 2nd 			

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<p>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.</p>		<p>opinion only if there is a serious first aid incident. Adults should not call on adults from other classes for minor incidents.</p> <ul style="list-style-type: none"> ▪ Adults giving first aid will try and not be down face to face with the child, they will try and give First Aid from the side or back if possible. If doing on playground duty the member of staff will position themselves so that they can still scan the playground. ▪ Disposable gloves, a face mask and face shield will be used for blood or bodily fluids if needed. ▪ Hand washing/sanitising after doing First Aid will be required in all instances. ▪ If any children are presenting with any COVID symptoms throughout the day a member of SLT MUST be informed immediately. ▪ If a child has any Covid-19 symptoms they will be 			

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		<p>moved to the seats outside the office entrance and a member of staff will stay with them until they are collected if needed. Lots of verbal encouragement and reassurance will be given for the child before being taken to the area to be collected. Adults should try to keep a distance from the child and put on PPE if this is not possible and SLT will be alerted.</p> <ul style="list-style-type: none"> ▪ If a child spits, coughs or vomits in an adult's face then appropriate hygiene measures should be used straight away. Soap and water for on the face, rinse and spit if anything goes in the mouth, blow nose and then have a large drink of water. ▪ Normal procedures for First Aid will be followed for bumps to the head (courtesy call home automatically – this call does not need to be run by SLT and note sent home 			

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		<p>from First Aid book) and other incidents involving blood and or scrapes etc... (note home). In any First Aid incidents a member of staff will try to verbally inform parents at the end of the day.</p>			
Educational visits					
<ul style="list-style-type: none"> Domestic (UK) overnight and overseas educational visits at this stage are advised against. In the autumn term, schools can resume non-overnight domestic educational visits. 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. 	<ul style="list-style-type: none"> Ensure educational visit planning and approval process is in place. Ensure existing groups remain together when on visits. Consider what additional Covid-19 control measures are needed when visiting indoor and outdoor venues. 	<ul style="list-style-type: none"> Visits can begin in line with current government and DfE guidance. A trip form and risk assessment needs to be submitted to the DHT at least 2 weeks before the trip date. 	SLT	When needed	
School uniform					
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. 	<ul style="list-style-type: none"> School uniform will be worn by all children and PE kit on PE days. PE kit will consist of school jumper, darks leggings and trainers or plimsols. 	All staff, parents and children	From September	

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Extra-curricular provision					
<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> Keep children within their year groups or bubbles where possible. Where this is not possible use small consistent groups. 	<ul style="list-style-type: none"> Breakfast Club and After School club will use Olive class in the EYFS and have their own toilets and washing up facilities. They will use the EYFS or KS2 playground for any outdoor activities. Numbers will be limited to 24 to allow for safe distancing if required. Parents must register children for both of these clubs in advance. The office and SLT will have full lists of children attending any clubs outside of the normal school day for safeguarding purposes. 	SLT ASC club staff Martha Pollard – Sports clubs	To be reviewed in November or earlier if needed	
Curriculum expectations Any setting up, distributing, collecting and/or cleaning of resources should be done by adults not children.					
Music					
<ul style="list-style-type: none"> 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, 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Music lessons may occur every other week, they may involve sharing of musical instruments or singing in an indoor space. Instruments used will be cleaned and/or quarantined for 72 hours before being used by another class. 	PPA teacher – Marie Mc	Daily or as needed	

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<p>avoiding sharing of instruments, and ensuring good ventilation.</p> <ul style="list-style-type: none"> Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies. 					
Physical Activity in Schools					
<ul style="list-style-type: none"> 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. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. Schools 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 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. 	<ul style="list-style-type: none"> Prioritise outdoor sports wherever possible. Pupils should be kept in consistent groups. Sports equipment should be thoroughly cleaned between each use by different individual groups. Contact sports are to be avoided. 	<ul style="list-style-type: none"> Equipment for PE lessons will be kept in the new shed by Larch class and equipment will be cleaned down between uses by the staff of the class who have last used it. 	PE lead, class teachers, teaching assistants	Daily and as needed	
Science					
<ul style="list-style-type: none"> In addition to general control measures in schools there should be appropriate planning and consideration for delivering practical activities in 	<ul style="list-style-type: none"> Science department should review what practical sessions can be 	<ul style="list-style-type: none"> Science equipment needs to be cleaned if possible after use within and across classes. 	CT in charge needs to		

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<p>science. This would be expected to be led by the department.</p> <ul style="list-style-type: none"> Reference should be made to CLEAPSS GL343 – Guide to doing practical work during the COVID-19 Pandemic – Science, and other supporting guides. 	<p>delivered and update risk assessments and lesson plans accordingly.</p> <ul style="list-style-type: none"> 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. 	<p>Routine hand washing/sanitising for all staff and children before and after practical lessons using equipment.</p>	<p>ensure this is done</p>		
Design & Technology					
<ul style="list-style-type: none"> In addition to general control measures in schools there should be appropriate planning and consideration for delivering practical activities in Design & Technology. This would be expected to be led by the department. Reference should be made to CLEAPSS GL344 Guidance on practical work during the COVID-19 pandemic - D&T, Food & Art, and other supporting guides. 	<ul style="list-style-type: none"> Design & Technology department should review what practical sessions can be delivered and update risk assessments and lesson plans accordingly. Key considerations for practical activities include supervising pupils, managing 	<ul style="list-style-type: none"> Any resources that will be used again need to be washed/wiped down if this is appropriate. Staff need to wash hands thoroughly before and after returning items. Routine hand washing/sanitising for all staff and children before and after practical lessons using equipment. 	<p>CT in charge needs to ensure this is done</p>		

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	<p>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>				
Art					
<ul style="list-style-type: none"> ▪ 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. ▪ Reference should be made to CLEAPSS GL344 Guidance on practical work during the COVID-19 pandemic - D&T, Food & Art, and other supporting guides. 	<ul style="list-style-type: none"> ▪ Art department should review what practical sessions can be delivered and update risk assessments and lesson plans accordingly. 	<ul style="list-style-type: none"> ▪ Any resources that will be used again need to be washed or wiped down if this is appropriate. Staff need to wash hands thoroughly after returning items. ▪ Routine hand washing/sanitising for all staff and children before and after practical lessons using equipment. 			
Drama					
<ul style="list-style-type: none"> ▪ In addition to general control measures in schools there should be appropriate planning and 	<ul style="list-style-type: none"> ▪ Drama department should review what practical 	<ul style="list-style-type: none"> ▪ Staff need to wash hands thoroughly before and after 			

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<p>consideration for delivering practical activities in Drama. This would be expected to be led by the department.</p> <ul style="list-style-type: none"> 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. Open Drama UK have produced a free guide on Supporting practical group work in drama studios post Covid-19 lockdown. 	<p>lessons and activities can be delivered and update risk assessments and lesson plans accordingly.</p> <ul style="list-style-type: none"> 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. 	<p>returning items. If items can be wiped down they should be.</p> <ul style="list-style-type: none"> Routine hand washing/sanitising for all staff and children before and after practical lessons using equipment. 			
Pupil wellbeing and support					
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Consider the provision of pastoral and extra-curricular activities to all pupils Provide more focused pastoral support where issues are identified that individual pupils may need help with. 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 	<ul style="list-style-type: none"> There will be dedicated Well-Being time in all timetables for all classes including EYFS. The format of these sessions will vary depending on the age and need of the individual classes. Teachers will be signposted to various resources that will be useful. Teachers can use the following site to support Well-Being https://www.minded.org.uk/ The Learning Mentor will have slots that are prioritised by the highest need, her timetable will be decided on in consultation with SLT and shared with all 	<p>Class teachers</p> <p>TA's</p> <p>SLT</p> <p>Learning Mentor</p> <p>Play therapist's</p>	<p>Weekly or fortnightly</p> <p>Safeguarding concerns as needed</p>	

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	to school.	<ul style="list-style-type: none"> relevant stakeholders and reviewed regularly. ▪ Class teachers will continue to receive a write up of the sessions with from Blue Elephant and the learning mentor. ▪ Safeguarding concerns will still be done in the same way by all staff (CPOMS) ▪ The safeguarding team will meet regularly to discuss children in school or not in school utilising in school and external support as needed. Weekly if this is needed. 			
Behaviour expectations					
<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ Specific pupils with challenging behaviour should be identified and a risk assessment completed for each pupil with regards to the increased risk to others from the spread of coronavirus because of the behaviour. ▪ This could include pupils who would not normally require an individual approach but with the new measures in place may 	<ul style="list-style-type: none"> ▪ The behaviour policy has been adapted to reflect the current guidance. ▪ Children will stay in own classroom to complete reflections where needed. ▪ Parent meetings will happen via a phone call, TEAMS or a socially distanced meeting where needed. ▪ If a serious incident happens a TA will come down to inform SLT with ALL the information needed. The child will not be 	Class teachers TA's SLT	As needed	

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	<p>require an assessment.</p> <ul style="list-style-type: none"> ▪ Additional measures and PPE may be required for staff in some circumstances. ▪ School behaviour policy to be reviewed to take account of COVID-19 and any new measures in place. 	<p>taken out of class straight away unless they are likely to harm themselves or others, then a TA would need to escort them to a member of SLT. They must not take the child into the Reception area if you need to speak to the HT, leave the child by the door in the hall and then go and speak to the HT.</p> <ul style="list-style-type: none"> ▪ Children who need an individual behaviour plan will have one agreed with the class teacher/ TA and at least one member of SLT when needed. 			
Contingency planning for outbreaks					
<ul style="list-style-type: none"> ▪ 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. ▪ 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. 	<ul style="list-style-type: none"> ▪ Have plans in place for communicating closure. ▪ Have plans in place for remote provision of education including monitoring pupil engagement. ▪ Have plans in place for remaining open only for vulnerable children and the children of critical workers. 	<ul style="list-style-type: none"> ▪ Take guidance from Public Health Southwark and disseminate all information with all stakeholders - parents/staff/children/governors/MAT - in a variety of ways (email/calls etc...) ▪ See separate Remote Learning Appendices for details of Remote Learning, this sits alongside the Online Safety Policy and Remote Learning Expectations document. 	SLT	As needed.	