



# **Stratford-sub-Castle V.C. Primary School**

## **Covid-19 Risk Assessment, Covid-19 Management Plan and Lateral Flow Testing Risk Log.**

### **Term 5/Version #2**



Name of School	Stratford-sub-Castle Church of England VC Primary
Name of Headteacher	Kay Bridson
Assessment completed by	Kay Bridson
Assessment date	16/04/21 – Reviewed without changes 25/04/21

This risk assessment template sets out the measures that may be used to maintain a safe environment for all occupants and visitors to the school/setting and to reduce the transmission risk of covid-19 coronavirus as far as is reasonably practicable. Particular attention must be given to those at greatest risk including vulnerable groups, pregnant women, and those with underlying health conditions; and to new staff, vis and pupils who may be unfamiliar with the site.

Use the template to prepare a specific risk assessment for your school/setting. It must be kept under review and updated accordingly.

#### Useful links:

Government guidance for full opening of schools can be found [here](#)

Government guidance for after school clubs and other out of school settings can be found [here](#)

Right Choice Coronavirus Resources are available [here](#).

Science teaching Coronavirus advice is available from CLEAPSS [here](#)

Design Technology Coronavirus advice is available from CLEAPSS [here](#)

Physical Education Coronavirus advice is available from AfPE [here](#)

**Where separate risk assessments are required for specialist situations as set out in the template below, these do not need to be submitted to the local authority but should be available for scrutiny from LA or HSE enforcement officers.**

## **Our overall rationale is to follow the guidance set out by the DFE** (February 2021 updated April 6th 2021):

<https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19>

The school follows a set of actions grouped into **'prevention'** and **'response to any infection'**. These re outlined in more detail in the **Risk Assessment** and Appendices (which form the schools **COVID19 Management Plan**).

Our school is implementing an evolved form of the system of protective measures that are familiar from the Term 6 2019/2020 and Term 1 – Term 4 2020/2021.

### **Prevention**

#### **The school always:**

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

**In specific circumstances the school:**

- 8) Ensures individuals wear the appropriate personal protective equipment (PPE) where necessary.
- 9) Promotes and engages in asymptomatic testing, where available.

**Response to any infection**

**The school always:**

- 10) Promotes and engages with the NHS Test and Trace process.
- 11) Manages and reports confirmed cases of coronavirus (COVID-19) amongst the school community.
- 12) Contains any outbreak by following 'local health protection team' advice.

It remains imperative that the [system of controls](#) continues to be rigorously applied to enable the safest possible environment.

**PAGE 8 – 20: C19 RISK ASSESSMENT**  
**PAGE 21 – 53: COVID19 MANAGEMENT PLAN**  
**PAGE 54: Lateral Flow Testing RISK LOG (Staff home self-testing)**



## Covid-19 Risk Assessment

RISK FACTORS	CONTROL MEASURES TO CONSIDER	LOCAL APPLICATION OF MEASURES
<p><b>Symptomatic or other high-risk personnel attending school site</b></p>	<p>Staff, pupils, contractors and visitors must not attend the school site if they have any of the Covid-19 symptoms as below or are required to be in self-isolation or travel quarantine.</p> <ul style="list-style-type: none"> <li>• a high temperature</li> <li>• a new, continuous cough</li> <li>• a loss of, or change to, your sense of smell or taste</li> </ul> <p><b>Staff Testing – LFD</b>  <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries/rapid-asymptomatic-coronavirus-covid-19-testing-for-staff-in-primary-schools-school-based-nurseries-and-maintained-nursery-schools">gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries/rapid-asymptomatic-coronavirus-covid-19-testing-for-staff-in-primary-schools-school-based-nurseries-and-maintained-nursery-schools</a></p> <p><b>Rapid testing of whole families and households with primary school age children, including childcare and support bubbles.</b> (Twice every week)</p> <p><a href="https://www.gov.uk/government/news/all-households-with-children-of-school-aged-to-get-rapid-covid-19-tests-per-person-per-week">https://www.gov.uk/government/news/all-households-with-children-of-school-aged-to-get-rapid-covid-19-tests-per-person-per-week</a></p> <p><b>Masks</b>  <b>The school follows the guidance regarding the safe use / appropriate use of masks in school.</b> Separate guidance is available on: preventing and controlling infection, including the use of PPE, in <a href="#">education, childcare and children’s social care settings</a></p>	<p>Staff and pupils/parents reminded regularly of the requirement via staff e-mails, staff meetings and noticeboards.</p> <p>Contractors and visitors asked on arrival to verify that they do not have symptoms, are not required to be in self-isolation or travel quarantine.</p> <p>Testing is not mandatory for staff and staff do not need to provide proof of a negative test result to attend school in person. <b><u>All teaching and support staff are participating testing programme.</u></b> The staff recognise that the testing programme is an important addition to maintain the continuity of education through the pandemic.</p> <p>Staff are supplied with lateral flow device (LFD) test kits to self-swab. Staff take their test kits home and carry out the test twice a week. Staff with a positive LFD test result self-isolate in line with the <a href="#">stay-at-home guidance</a>.</p> <p>School encourage participation in rapid testing for families and households – promote through newsletters and website.</p> <p>The school follows the guidance regarding the safe use / appropriate use of masks in primary schools. Masks are worn when social distancing is not possible. All staff and visitors are provided with information regarding the safe use of masks.</p>

# Abbreviations and Terms used in this document

## Specifically named people in the Risk Assessment:

Initials	Name	Initials	Name	Initials	Name
JW	Jodie Waters	JH	Jeanette Hardiman	AS	Ali Smith
KS	Kat Smith	MM	Mel Munt	JF	Jeanette Ford
JR	Jenny Robinson	WD	Wendy Davidson	CW	Caroline Webb
JEW	Jane Wilson	AT	Avril Thornton	RD	Rachel Diserens
HC	Hannah Crook	GG	Grace Griffiths	NS	Nic Sims
ER	Emily Richards	JE	Jayne Ellis	LR	Lucy Ray
JMW	Justine Watkins	KB	Kay Bridson	NW	Nicky Watson
LDB	Lou De Bens	LB	Lisa Bell	HD	Helen Desroches
SC	Sally Coombes				

Other names appear in full.

## Terms and Definition:

Abbreviation	Term	Term:	Definition
PPE	Personal Protective Equipment.	Bubble	A small group of people who will mix with each other, but not with other 'Bubble' members.
EB	Early Birds	Dynamic Risk Assessment	<b>Dynamic risk assessment</b> is the practice of mentally observing, <b>assessing</b> and analysing an environment while we work, to identify and remove <b>risk</b> . The process allows individuals to identify a <b>hazard</b> on the spot and make quick decisions in regards to their own safety.
NO	Night Owls		
ELSA	Emotional Literacy Support Assistant		
SEN	Special Educational Needs	EVC	Educational Visits Co-ordinator
HT	Headteacher		
DHT	Deputy Headteacher		

## List of Appendices: Operational Information and Procedures

Appendix Number	Title	
1	Staffing teams and responsibilities	
2a	Staffing: Specific Responsibilities	
2b		Beginning of the school day: (08:40 – 09:00)
2c		Break-time: (10:25 – 10:44) & (10:45-11:05)
2d		Lunchtime: (11:45 – 12:30) & (12:30 – 13:10)
	End of school day: (15:00 – 15:10)	
3	Specific designated areas to ‘minimise mixing’	
4	Procedures for parents, carers, pupils and staff at drop-off. (08:30 – 09:25) *EB 08:00 onwards	
5	Procedures for parents, carers, pupils and staff at pick-up. (15:00- 15:10) *NO until 17:00	
6	Procedures/ Guidance for toilets and cloakrooms	
7	Procedures/ Guidance for break and lunchtimes	
8	Safety Equipment / Hygiene class checklist – items and safety issues	
9	Cleaning during school hours (In Bubble)	
10	Cleaning during school hours (Out of Bubble/ Shared Areas)	
11	Cleaning during school hours (Offices)	
12	General cleaning guidance	
13	First Aid and use of PPE. (Non- Covid Outbreak)	
14	Cleaning during a suspected case of COVID 19 including PPE advice and procedures.	
15	Pupil / staff well-being.	
16	Miscellaneous safety considerations and procedures	
17	Track and Trace (School community and Visitors)	
18	Working with individual children or small groups.	
19	Advice from HSE regarding ventilation	
20	Guidance regarding the safe wearing and removal of face coverings	
21	Educational day visits	
<b>These Appendices form Stratford-sub-Castle Primary School COVID 19 Management Plan</b>		

## NEW IMPORTANT INFORMATION (FOR QUICK REFERENCE)

### **Educational day visits**

In line with the roadmap, schools can resume educational day visits from 12 April.

Any educational day visits must be conducted in line with relevant coronavirus (COVID-19) secure guidelines and regulations in place at that time. This includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination.

Schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely. As part of this risk assessment, schools will need to consider what control measures need to be used and follow wider advice on visiting indoor and outdoor venues. Schools should consult the [health and safety guidance on educational visits](#) when considering visits. (Published 26.11.2018)

RISK	CONTROL MEASURES TO CONSIDER	LOCAL APPLICATION OF MEASURES
<p><b>1. Maintaining distancing and reducing contact – entrance and exit routes</b></p> <p>Numbers arriving simultaneously on school transport impede the means to distance or reduce contact, and impede effectiveness of staggered start/finish times of school day</p>	<ul style="list-style-type: none"> <li>• Arrange separate ‘holding’ areas for each group to minimise contact (ideally these should be outside if weather permits)</li> <li>• Encourage parents to make other arrangements for travel to/from school other than school transport.</li> <li>• Staff on duty to supervise</li> <li>• Signage at school transport pick up/drop off point</li> </ul>	<p>A small number of pupils normally use the public service bus. These pupils to filter into the staggered start. Parents encouraged to walk rather than use the bus. Should pupils require the use of the bus their start / end time is taken into account within staggered approach. Pupils identified to staff on class lists highlighting any anomalies within the alphabetised staggered start/ end. SLT at gate to supervise and manage effectiveness of staggered start/finish times of school day. <b>Arrival procedures – Appendix 2a Appendix 4</b></p> <p>Remind parents to wear masks and socially distance on regular newsletters. Not to congregate at RR carpark or use as a playground. (KB)</p>
<p>Numbers of parents and children at entrances and exits impede social distancing.</p>	<ul style="list-style-type: none"> <li>• Instructions for parents/carers on distancing rules on site.</li> <li>• Staggered start/finish times for different groups.</li> <li>• Markers on floor for children and parents to wait. Ensure markings do not create slip/trip hazard</li> <li>• Use of different entrances/exits for different groups.</li> <li>• Only one parent/carer to accompany child.</li> <li>• Staff on duty to supervise.</li> <li>• Signage.</li> </ul>	<p>Parents informed/ reminded by Parent-mail of safety procedures regarding drop-off and pick-up times. (KB) (Letter dated 26/02/21 and 05/03/21). Procedures available on the front page of school website. (HC)</p> <p>Staff comments and training via e—mail and in briefings with SLT (W/C 01/03/21)</p> <p>Procedures to be re-established/ reinforced by Parent-mail, SLT support and regular reminders by text messages. (KB/ JMW)</p> <p>Staggered start and finish times by surname. All pupils to be in school between 08:40 - 09:00. The time of arrival may need adapting for individual pupils due to extenuating circumstances including parents who are shielding. Pupils identified to staff by JMW (class lists).</p> <p>Arrival procedures – <b>Appendix 4 Egress procedures – Appendix 5</b></p> <p>Ensure sufficient staff / well placed to supervise safe entry to school via different entrances. Complete tasks of hand gel, cloakrooms and safe entry to Class. Staff supervision duties – <b>Appendix 2a Appendix 2d</b></p> <p>Sufficient staff / well placed to supervise safe exit from school via different entrances. Staff to wear masks when outside school gate.</p>



<p>Changes to school routine cause vehicular and pedestrian traffic management issues.</p>	<ul style="list-style-type: none"> <li>• Encourage parents to walk/cycle to school with children.</li> <li>• Stagger drop off / pick up times.</li> <li>• Minimise vehicles on site</li> <li>• Review traffic management risk assessment where changes to start/end of day apply.</li> <li>• Staff on duty to supervise.</li> </ul>	<p>Signage, cones and tape used to direct pedestrians to follow one-way system and to leave as soon as possible.</p> <p>No staff parking on site. Entry of vehicles with express permission of the headteacher/ DHT.</p> <p>Use parking area to store extra bikes if necessary. <u>Daily dynamic risk assessment.</u></p>
<p><b>2. Maintaining distancing and reducing contact – internal areas and play areas</b></p>		
<p>Pupil numbers and room sizes impede the means to reduce contact</p>	<p>Where practical, arrangements will aim to reduce contact and maximise distancing between pupils and staff; and between staff themselves.</p> <ul style="list-style-type: none"> <li>• Pupils will reduce contact by being grouped together. For primary schools this is likely to be in class sized groups. For secondary schools this may be in up to year sized groups.</li> <li>• Record the names of pupils in each group, and any close contact that takes places between children and staff in different groups.</li> <li>• Remove excess furniture to safe storage areas to increase space.</li> <li>• Desks to be spaced out as far as possible but do not impede fire escape routes and exits.</li> <li>• All desks to face forward with pupils sat side by side.</li> <li>• Floor markings to illustrate 2m areas around teaching positions.</li> <li>• Children to remain at their desks when in the room.</li> <li>• Children to use the same desk each day.</li> <li>• Lessons planned for individual work as opposed to close group work.</li> <li>• Distancing and reducing contact to be explained to children with regular reminders.</li> <li>• Signage/Posters in each classroom.</li> </ul>	<p>Follow basic principles that each class acts as a ‘Bubble’ when inside the building.</p> <p>Outside Lower school and Upper school operate as two Bubbles. Pupils encouraged not to not touch each other. Staff maintain their class ‘bubble’s as far as possible.</p> <p>Aim to use outdoors as much as possible but take into account possibility of thunder and lightning, sunburn, hay fever or cold as factors, which may limit some pupils’ or adults’ ability to be outside for prolonged periods of time.</p> <p>Teachers responsible for the ‘Dynamic Risk Assessment’ of classroom. All staff responsible for the ‘Dynamic Risk Assessment’ in any given situation or activity.</p> <p>Aim to use all available space to ‘break-out’ when safe to do so. Visual risk assessment of the indoor or outdoor break-out space to take place by teacher – <b>Appendix 3</b></p> <p>Each teacher to record the names of pupils in each group, and any close contact that takes places between children and staff in different groups. Send E-mail (daily) to headteacher of any unusual behaviour or concerning event leading to reduced social distancing or possible breach of protocols.</p> <p>Excess furniture removed to staffroom for storage. All desks to face forward if shape/ space in room allows. Ensure fire escapes and ease of exit from the room in a fire.</p>

	<ul style="list-style-type: none"> <li>• Consider the use of school grounds / local environment to extend the range of teaching spaces available</li> <li>• Staff to supervise and enforce measures.</li> <li>• The wearing of any PPE is not considered a necessary control measure, except where set out specifically in this risk assessment for first aid or medical attention needs.</li> <li>• Ventilation improved where practicable by having windows open.</li> </ul>	<p>Desks spaced out as much as possible. Face front if design of room allows. Each pupil uses the same desk when in the room. (Clean well if not possible) Ensure chairs not in use are stacked so that the number of chairs requiring cleaning are reduced.</p> <p>Staff may wear a face mask if they make a personal decision to do so.</p> <p>Ensure windows are open and ventilation is given a high priority. Remember to ensure rooms are warm enough and windows are opened to allow for fresh air when necessary. Lower temperatures and likely windy weather conditions in the winter months will increase the natural ventilation through openings. This means you don't need to open windows and doors as wide, so partially opening them can still provide adequate ventilation while maintaining a comfortable workplace temperature. Opening higher-level windows is likely to generate fewer draughts. -</p> <p><b>Appendix 19</b></p>
<p>Number of pupils and staff moving around the school impede the means to distance and reduce contact in corridors and other communal spaces</p>	<ul style="list-style-type: none"> <li>• Minimise movements of whole groups and individuals outside of the classroom.</li> <li>• Use of a one-way system around the school.</li> <li>• A 'walk on the left' policy if one-way not practicable.</li> <li>• Consider using the pathways around the perimeter of the building to assist with circulation (weather and site layout dependent).</li> <li>• Lane markings on floor and distancing markings in areas where queuing is likely.</li> <li>• Areas not in use to be closed off (not escape routes).</li> <li>• Children to keep coats, bags, lunchboxes etc with them in the classroom (under desks) or in suitable storage area.</li> <li>• Signage.</li> <li>• School assemblies to be completed electronically</li> </ul>	<p>During lesson time <i>Class Bubbles (indoors) and Lower and Upper school Bubbles (outdoors)</i> to be maintained. (Any consistent difficulties must be reported to the SLT so that the Risk Assessment / procedures can be altered) Monitors are not to be used. Pupils to stay within the locality of their Class Bubble. Upper and Lower Bubbles must not mix. Use of separate doors (in/out) will ensure few opportunities to mix. This reduces the occasions for pupils to meet in the corridor.</p> <p>Tape indicates 2m distances to aid social distancing in corridors and shared spaces.</p> <p>Staggered play and lunchtimes (x2) to allow staff a chance for a break during the day.</p> <p>Pupils allowed out on the field at break and lunchtimes so as to promote positive mental health and to ensure exercise during the day. Our school field / outdoor space is large enough for pupils to be able to stay apart. Pupils remaining in the classroom all day is not conducive to positive mental/ physical health outcomes.</p>

	<ul style="list-style-type: none"> <li>• Acts of worship and other typically communal events to take place in groups (not whole school)</li> </ul>	<p>Cones and tape used to designate any areas required.</p> <p>Low risk to pass in the corridor – chatting in the corridors to be discouraged. Pupils and staff. (A mitigation measure is to talk side by side/ socially distanced outdoors).</p> <p>Keep moving in corridors. Staff model and encourage. Walking on the left not necessary as passing in corridor poses low risk. Do not want to give pupils too much to think/ worry about.</p> <p>Coats and bags in the classroom assessed as a trip hazard. Manage cloakroom with agreed procedures – <b>Appendix 3</b></p> <p>Class assemblies to take place daily. Upper school / lower school assembly fortnightly in the hall with HT/DHT.</p>
<p>Number of pupils and size of space impede the means to distance and reduce contact when using toilets</p>	<ul style="list-style-type: none"> <li>• Apply a maximum number of pupils in toilet rule to maintain distancing and reduce contact.</li> <li>• Where practicable avoid different groups using the same facilities at the same time.</li> <li>• Distance markings on floor in queuing area</li> </ul>	<p>Toilet / cloakroom procedures. - <b>Appendix 6</b></p> <p>Decision not to close basins and toilets down as it may be necessary in an emergency for more than one pupil to use the designated toilets. (E.g., should a child be about to soil themselves)</p> <p>If a child does not use the designated toilet area. Ensure they are cleaned immediately. <b>Appendix 8 - Appendix 12</b></p> <p>2m marks in the corridor to aid social distancing.</p>
<p>Number of pupils and available space impede the means to distance and reduce contact at breaktime and lunchtime</p>	<ul style="list-style-type: none"> <li>• Staggered break and lunch times.</li> <li>• Allocated play areas for each group.</li> <li>• Consider zoning of play areas using markings / cones to reinforce distancing.</li> <li>• Limit use of outdoor play equipment to designated groups at fixed periods</li> <li>• Games which encourage distancing and reduce contact.</li> <li>• Staff supervision to maintain standards.</li> <li>• Any crockery/cutlery used must be cleaned thoroughly.</li> <li>• Catering contractors and other food provision has been subject to specific risk assessment.</li> </ul>	<p>Staggered break and lunch times – <b>Appendix 2b, Appendix 2c, Appendix 7</b></p> <p>Pupils to provide their own water bottle / drink for lunchtime. Water fountains decommissioned to reduce cross-contamination risk. Water bottles to be filled from classroom/ staffroom taps.</p> <p>Play equipment (toys) in wheelie barrows for each group. Hand gel before and after play times. Play Equipment to be cleaned daily – <b>Appendix 2b, Appendix 2c, Appendix 3, Appendix 8- Appendix 12</b></p> <p>Games to encourage social distancing. Encourage games which require <u>NO CONTACT</u>.</p> <p>Good ratio of staff to pupil to allow appropriate supervision and maintain standards – <b>Appendix 2b, Appendix 2c, Appendix 7</b></p>

<p>Number of staff and size of staff rest spaces impede the means to distance and reduce contact</p>	<ul style="list-style-type: none"> <li>• Removal of furniture to create more space.</li> <li>• Removal of communal equipment (mugs etc)</li> <li>• Staggered break times for staff.</li> <li>• Repurpose unused spaces for additional staff rooms.</li> <li>• Staff toilets to enforce 2m distancing.</li> </ul>	<p>Catering contractors- SC3S risk assessment. Kitchen deep clean 04/08/20.</p> <p><b>Staffroom – capacity 5 people</b> at any one time. Communal equipment reduced. Staff to bring own mugs and cutlery from home daily or place in dishwasher. Teaspoons single use – then place in dishwasher. When on duty make drinks when convenient to your staff team.</p> <p>Lunchtimes - classrooms need to be kept for the adults and children in that class and not mix. If you would like to mix with others from your bubble then use the staffroom or nest, we can open the doors into the nest and use the whole space (5 in staffroom, 1 in kitchen and 4 in staffroom, 6 in the nest). If you are in the kitchen area please be aware of others needs to get to the fridge, microwave or dishwasher.</p> <p>Staff encouraged to use outdoor spaces for break and lunch time. Break – outdoor classroom area and small playground. In cold weather the staffroom may be used. Designated seats to be used and cleaned on leaving by the person who has just used the seat.</p> <p><b>Staffroom capacity – 4 sitting and 1 in kitchen area.</b></p> <p><b>In cold weather ensure all staff have the opportunity to eat in the staffroom at some point in the week.</b></p> <p>Staff must socially distance when eating outside or inside the building. Ensure maximum of 2 people per picnic bench.</p> <p>All crockery and cutlery to be individual – ensure all used items are either taken home for washing or placed in the dishwasher. The person unloading must wear gloves. T spoons are single use and then to be put straight in the dishwasher. <b>Appendix 16</b></p>
<p>Other</p>	<ul style="list-style-type: none"> <li>• All teachers and other staff can operate across different groups but must continue to maintain distance from pupils and other staff as much as possible.</li> <li>• Mixing of volunteers across groups should be kept to a minimum, and they should remain two metres from pupils and staff where possible.</li> <li>• Schools should work closely with any external wraparound providers, which pupils may use, to ensure as far as possible, children can be</li> </ul>	<p>Named teachers and other staff will operate across different groups but will maintain distance from pupils and other staff as much as possible. (ER, KB, JMW, GG)</p> <p>Volunteers are not invited into school until ‘settling in’ period has been completed.</p> <p>E/B and N/O pupils are outside and kept in Upper and Lower school groups as far as possible.</p> <p>Performances with audiences will not take place.</p>

	<p>kept in a group with other children from the same group they are in during the school day.</p> <ul style="list-style-type: none"> <li>• Schools should not host any performances with an audience and follow latest guidance for music, dance and drama (within the main guidance for schools Feb 2021).</li> </ul>	
<b>3. Hygiene, Cleaning and Ventilation</b>	<b><u>Guidance on cleaning non-healthcare settings</u></b>	
Cleaning staff levels are insufficient to deliver enhanced cleaning regime.	<ul style="list-style-type: none"> <li>• Confirm available cleaning staffing levels before wider opening.</li> <li>• Use of contractors or other school staff for additional cleaning.</li> <li>• Agree the new cleaning requirements and additional hours for this.</li> <li>• PPE to be worn by cleaning staff as dictated by risk assessment.</li> </ul>	<p>Cleaning levels agreed with Clearsprings July 2020.</p> <p>Cleaning to be conducted by staff following play and lunchtimes – as deemed appropriate by each class. Record sheets completed and monitored by KB weekly.</p> <p>PPE to be worn by cleaning staff as dictated by dynamic risk assessment.</p>
Insufficient handwashing and hygiene facilities increase the risk of transmission.	<ul style="list-style-type: none"> <li>• Children to hand wash on entry to school, before and after each break and lunch, on changing classrooms, leaving school and after using toilet.</li> <li>• Ensure supplies of suitable soap. Skin friendly cleaning wipes can be used as an alternative</li> <li>• Extra signage to encourage washing hands.</li> <li>• Ensure help is available for children who cannot clean their hands independently.</li> <li>• Hand gel dispensers at strategic locations around the site to complement handwashing facilities.</li> <li>• Supplies of tissues and lidded bins in each teaching space and classroom.</li> <li>• Promotion of the ‘Catch it, Bin it, Kill it’ campaign to pupils and staff.</li> <li>• Resources are rotated or left to de-contaminate for 48 hours (or 72 hours if plastic) if being used by different groups.</li> </ul>	<p>Children hand-gel on entry to school, before and after each break and lunch and wash hands after using toilet – as social distancing allows. (Use hand-gel because limited number of hand basins available).</p> <p>Extra signage encourages washing hands. Help available for children who cannot clean their hands independently. Hand gel dispensers at strategic locations around the site to complement handwashing facilities.</p> <p>Supplies of tissues and lidded bins in each teaching space and classroom.</p> <p>Promotion of the ‘Catch it, Bin it, Kill it’ campaign to pupils and staff in Community Newsletters. All staff to remind pupils to have tissue and use the bins on return 19.04.21</p> <p>Hand gel provided to each classroom. Allocated/ named to individual staff members. (WD) Stocks of hand gel, soap, paper</p>

		<p>towels, toilet roll and anti-viral spray checked and adequate for short term. Continue to monitor. (WD)</p> <p>Resources are rotated or left to de-contaminate for 48 hours (or 72 hours if plastic) if being used by different groups and not possible to clean. Reading Books returned by pupils – quarantine system in place.</p> <p>Safety Equipment / Hygiene class checklist – items and safety issues - <b>Appendix 8</b></p> <p>Extra signage in washrooms in place and adequate (KB/WD) Cleaning regime during school day monitored weekly – <b>Appendix 8 - Appendix 12</b></p>
Exposure to poor air quality in badly ventilated rooms	<ul style="list-style-type: none"> <li>• <a href="#">air conditioning and ventilation during the coronavirus outbreak</a> and <a href="#">CIBSE coronavirus (COVID-19) advice</a></li> </ul>	<p>Windows open (not always wide open) at all times in all shared areas. Ensure windows opened if possible, to increase ventilation while spaces are unoccupied.</p> <p>Increase ventilation / exit room when air feels stuffy. <b>Appendix 19</b> Allow for flexibility in clothing – should pupils be cold.</p>
Exposure to new hazardous substances (products)	<ul style="list-style-type: none"> <li>• COSHH assessment to be carried out for any new cleaning/sanitising products in use.</li> <li>• Additional cleaning staff to be made aware of the COSHH risk assessments.</li> <li>• Appropriate storage of hazardous substances.</li> <li>• Material data sheets to be made available for new and existing products.</li> </ul>	<p>COSHH assessment completed. Data sheets. (KB) Posted on staffroom notice board for staff reference. Refer to should there be an incident/ accident with the cleaning or sanitising products.</p> <p>During the school day staff must appropriate PPE when completing cleaning tasks (gloves and disposable apron) Use anti-bacterial cleaner provided. It must be stored out of the reach of children. <b>Appendices 8-12</b></p>
<b>4. Site and Buildings</b>	<b><a href="#">DfE Guidance on school premises management</a></b>	
Visitors/contractors/suppliers on site increase the risk of transmission.	<ul style="list-style-type: none"> <li>• Site visits only by pre-arrangement.</li> <li>• A record of some visitors must be kept for 21 days <a href="#">specific guidance</a></li> <li>• 2m exclusion zones/markings in Reception areas.</li> <li>• Information/signage for visitors informing them of the infection control procedures.</li> </ul>	<p>Office to remain closed to drop-ins as not possible to socially distance in the old school lobby and office. Sign by gate directing people to phone the office. Signage explains infection control measures.</p> <p>Site visits only by pre-arrangement. Visitors kept to a minimum – health and safety and educational priorities. All contact with parents/carers should take place on the phone, TEAMS or e-mail unless there is an overriding CP or educational reason (such as</p>

	<ul style="list-style-type: none"> <li>• Deliveries and visits outside of school opening hours where possible.</li> <li>• Provision of hand sanitiser at main school entrance.</li> <li>• Process for the acceptance of deliveries required i.e. area where deliveries can be safely left.</li> </ul>	<p>SEND) for a face-to-face meeting to occur. All meetings must be agreed with the HT or DHT and control systems put in place. E.g., as far as possible meetings should be outside and socially distanced. Where this is not possible, meetings must take place in a room where social distancing and maximum ventilation is possible. Chairs must be cleaned following the meeting. Record with contact details for visitors kept for 21 days. (MM) Hand-gel provided at main entrance and all entrances to school. Deliveries and visits outside of school opening hours where possible – social distancing when not possible. Post / deliveries – <b>Appendix 16</b>. Track and Trace Guidance <b>Appendix 17</b></p> <p>Visitors/ contractors who come into the school buildings <u>must</u> wear a face mask or visor. (Indoor or outdoor)</p> <p>Signage to remind visitors and contractors how to wear a mask safely/ correctly displayed at gate. <b>Appendix 20</b></p>
Changes affect normal emergency procedures.	<ul style="list-style-type: none"> <li>• Review of fire assembly points to accommodate reduced contact and distancing where practicable.</li> <li>• Fire drill practice to train new arrangements.</li> <li>• Other contingency emergency plans to be reviewed including lockdown procedures, major disruption through loss of services, gas leak etc.</li> </ul>	<p>Fire drill (ensure social distancing) between classes and staff. Fire drill practice to train new arrangements.</p> <p>Other contingency emergency plans to be reviewed including lockdown procedures, major disruption through loss of services, gas leak etc. (Updated Critical Incident Plan September 2020 with all new contact details January 2021) KB and MM</p>
Site security is compromised by new arrangements.	<ul style="list-style-type: none"> <li>• Normal security standards will apply, doors which may be used for drop-off/pick up should then be closed during the school day (and locked if not fire doors).</li> <li>• Additional ventilation via open doors and windows should not occur in unoccupied parts of the site.</li> </ul>	Ensure compliance with existing Security Policy. (KB)
Building checks not taken place	All usual building checks are to be undertaken as normal including flushing of water outlets, schedules of preventative maintenance, portable appliance testing and asbestos monitoring.	Maintenance schedule is up to date and continues to be implemented as usual. (KB, MM and Premises Committee)

<b>5. Equipment and furniture</b>		
Shared play equipment increases the risk of transmission.	<ul style="list-style-type: none"> <li>Individual items of play equipment and other shared items used for teaching are to be cleaned between each use by each group.</li> </ul>	Play equipment allocated to each bubble. – Appendix 2c <b><u>Shared items left for 72 hours if cleaning not feasible.</u></b>
Shared equipment, fittings and resources increase the risk of transmission.	<ul style="list-style-type: none"> <li>Handwashing before and after each lesson.</li> <li>Remove unnecessary items from the classrooms and store elsewhere.</li> <li>Cleaning regime for door handles, press to exit buttons, communal surfaces.</li> <li>Children asked to bring in own stationery or have allocated, named, packs of stationery per child.</li> <li>Resources and surfaces to be cleaned each night.</li> <li>Lessons planned so sharing of resources is minimised.</li> </ul>	<p>Hand wash / gel regime in place. Unnecessary furniture/ items removed to staffroom.</p> <p>All lunch boxes, bottles etc named. Pupils encouraged to have pencil cases. Shared resources kept to a minimum.</p> <p>Class Cleaning regime – <b>Appendix 9</b></p> <p>Named member of staff to perform the task (Split the tasks amongst the team – suggest same person does the same task each day if possible) Each Class to have own record of when cleaning tasks completed – completed sheets to be given to the HT at the end of the week for monitoring.</p> <p>Shared Areas Cleaning regime – <b>Appendix 10</b></p>
Increased manual handling tasks increase the risk of musculoskeletal injuries.	<ul style="list-style-type: none"> <li>Staff must not attempt to move large or heavy items unless they are fit to do so.</li> </ul>	Staff are aware that all usual health and safety procedures apply. (KB) 01/09/20 (TD Day) Via e-mail 05/01/21, 03/03/21, 16/04/21.
<b>6. Health and Wellbeing</b>		
Inadequate staffing levels create supervision or safeguarding issues.	<ul style="list-style-type: none"> <li>Carry out an audit of all staff availability and review it regularly.</li> <li>Introduce a process for staff to inform you if their health situation changes.</li> <li>If there is a shortage of teachers consider use of suitably qualified TAs to lead a group and maintain ratios.</li> <li>Use of staff from other schools (by agreement).</li> </ul>	<p>All staff made aware of new HR categories (18.05.20) Individual risk assessments completed for staff. (KB) January 2021. All staff worked full hours during January/ February 2021 so extremely competent in routines and safety measures. All staff informed and reminded 03/03/21 that they may request a new risk assessment should their health situation change.</p> <p>Staffing teams established so that people can remain with a ‘Staff Bubble’. This is to minimise the movement around school. – <b>Appendix 1</b></p> <p>Staffing levels adequate/ good.</p>
Vulnerable / Extremely vulnerable children at higher risk of infection.	<ul style="list-style-type: none"> <li>Parents should follow current medical/government advice if their child is in this category.</li> </ul>	All parents contacted w/c 22/02/21 to plan the return of pupils and discuss risks (ER, JMW and KB). Review individual risk assessments before pupils’ first day at school. <b>(JMW)</b>



<p>Person becomes unwell with Covid-19 symptoms in school</p>	<ul style="list-style-type: none"> <li>• Move to a pre-designated room where person can be isolated, with adult supervision if a child.</li> <li>• Ventilate the room if possible.</li> <li>• PPE should be worn if contact is required.</li> <li>• Inform parent/carer to arrange collection.</li> <li>• Cleaning regime after each usage of the space.</li> <li>• Follow the advice from health protection team</li> </ul>	<p><b>Appendix 14</b>  PPE details: <b>Appendix 13 &amp; 14</b>  Each Bubble has its own supply of gloves, aprons and bags. All staff should acquaint themselves with their location. Emergency PPE Packs containing: <b>disposable gloves, a disposable apron and a fluid-resistant surgical face mask and eye protection</b> are situated in (New building – Maths cupboard, Staffroom) and (Old School – School Office)  Non-contact thermometer (first aid trolley) should anyone become ill during the school day.  <b>Appendix 13 &amp; 14 FOLLOW PROCEDURES: APPENDIX 14</b></p>
<p>Outbreak of Covid-19 within the school (defined as more than two confirmed cases within a fortnight)</p>	<ul style="list-style-type: none"> <li>• Senior leaders have awareness of the PHE “local outbreak management plan”</li> <li>• Local school management plan is in place and relevant staff have been made aware</li> <li>• Remote education plans in place</li> </ul>	<p><b>Appendix 17</b>  <b>SLT have read</b> PHE “local outbreak management plan” 04/08/20 and 03/03/21. All COVID 19 documents saved in COVID Management file on SharePoint and on Right Choice.  Local school management plan: <b>Appendix 1 – Appendix 17</b>  Remote education plans in place. <b>See school website</b></p>
<p>Staff wellbeing affected by the working experience.</p>	<ul style="list-style-type: none"> <li>• Staff risk assessment tool being used to assess those in higher risk groups.</li> <li>• Staff aware of risk assessment process and able to contribute.</li> <li>• Staff meetings and communication.</li> <li>• Defined wellbeing support measures for staff.</li> <li>• Designated staff rest areas.</li> </ul>	<p>Staff risk assessment tool used to assess those who may be in higher in higher risk groups. Copy provided to all staff. Individual staff / HT agree mitigating actions are appropriate for staff scoring 4+. National guidance shared with staff 16/04/21 and applied. System for staff to feedback on initial Risk Assessment in place and following <b>monthly</b> reviews (e-mail HT)  Messages via e-mail to staff as appropriate.  Staff meetings – dynamic risk assessment on weekly basis. Teams to be used where possible/ if necessary.  Staff rest areas – staffroom, small playground, outdoor classroom (with adult bubble) Staff must find a rest area with their Upper School or Lower School Bubble.  Well-being support measures;  If a staff member is feeling unwell or for any reason is unable to carry out her duties, the HT must be informed immediately.  <b>Appendix 16</b>    Communication is through staff e-mails/ classroom trays.    Feedback from dynamic risk assessments and alterations to procedures will be communicated via e-mail. <u>Staff must check e-mail every day.</u></p>

		Any ideas to improve the running of the school and safety of all involved should be e-mailed to the HT immediately. Any concerns regarding staff well-being may be directed to HT, DHT or staff governor (HC).
Volunteer wellbeing affected by the working experience	<ul style="list-style-type: none"> <li>• Volunteers will be treated in the same way as school staff and provided with the same information, instruction, training and equipment.</li> <li>• Volunteers will be included in regular communications and be given the opportunity to feedback any concerns.</li> </ul>	Volunteers will not be invited into school until new routines are established and the need to reduce 'mixing' is judged to be lower risk.
Pupil wellbeing is impacted by the current situation causing physical and mental ill health. <a href="#">School Effectiveness guidance on Right Choice</a>	<ul style="list-style-type: none"> <li>• Children to have allocated teacher and TA where possible.</li> <li>• Reduced time in school to ensure transition from home to school is successful.</li> <li>• Curriculum to support children's well-being.</li> <li>• Provide opportunities to talk about their experiences/concerns.</li> <li>• Pastoral activities.</li> </ul>	<p>School to implement a 'Prioritised Curriculum' informed by Recovery Curriculum principles and Timpson Trust Attachment and Trauma Training.</p> <p>Teachers – seminar with Barry Carpenter. Planning commenced TD Day 22.07.20 and continued 01.09.20. Continue with principles 'Recovery Curriculum' shared with families via newsletter 21.07.20</p> <p>Staff implementing strategies Timpson Trust – Trauma Training. 05/01/21</p> <p><b>Allow use of 'transition object' to support anxious pupils.</b> (Carrying a transition object can lessen stress during a transition. Encourage a child to choose something to bring from home and something they carry with them throughout the day.)- Small!</p> <p><b>Allow pupils to wear warm clothes if necessary. May wear trainers if shoes are too small and unable to purchase new shoes.</b></p>
First aid provision	<ul style="list-style-type: none"> <li>• Ensure all staff know First Aiders on site if less than normal.</li> <li>• If provision is less than usual, minimise hazardous activities which may result in injury.</li> <li>• Ensure a supply of PPE is available for provision of first aid and use and dispose of accordingly.</li> </ul>	<p>First Aiders - <b>Appendix 1</b></p> <p>PPE –<b>Appendix 13 &amp; 14</b></p> <p>First -aider levels are better than 'adequate'</p> <p>(Disposal – use nappy bin in Wet Room- double bag) <b>Appendix 1</b></p> <p>When using ice packs <u>do not use</u> usual cloth covers. Use kitchen roll provided to wrap the icepack. (On First aid trolley) Disinfect the icepack before returning to the freezer. Throw away kitchen roll in bin with a lid.</p>
Pupils with special medical needs (administering medication)	<ul style="list-style-type: none"> <li>• Required number of competent staff on site</li> <li>• Staff training up to date</li> <li>• Alternative arrangements in place if staff training/competence has lapsed.</li> </ul>	<p>Arrange for update first aid training for May 2022.</p> <p>Paediatric first aiders in post</p> <p>Updated medical lists completed. Remind staff to look at lists to refresh memory (KB) 16/04/21</p>

<p>1:1 teaching, physical restraint and children with SEND or EHC plans are adversely affected by the current situation.</p>	<ul style="list-style-type: none"> <li>• Individual <a href="#">risk assessments</a> of children with behavioural difficulties.</li> <li>• Ensure a supply of PPE is available based on need.</li> <li>• Reduced timetable or consideration of other solutions if child's behaviour puts staff at risk.</li> <li>• 1:1 teaching to be done with reduced contact.</li> </ul>	<p>Supply of PPE is available and based on need. Consider a variety of solutions to reduce physical contact with adults. (JMW)</p> <p>1:1 teaching is done ensuring reduced contact. <b>Appendix 18</b></p>
<p><b>7. Risk assessments and Policies</b></p>		
<p>Standard risk assessments do not take account of additional covid-19 risks</p>	<ul style="list-style-type: none"> <li>• Ensure all work environments and teaching/learning activities have been subjected to risk assessments in line with conventional H&amp;S requirements.</li> <li>• Review and where necessary update all risk assessments with additional control measures to counter any significant infection transmission risk</li> <li>• Pay particular attention to curriculum areas and activities being resumed for the first time since school restrictions were introduced</li> <li>• LoTC activities are restricted to non-residential activities and are subject to the usual process of risk assessment and authorisation.</li> <li>• One -off activities such as PTA and other fundraising events, firework displays etc will be subject to separate risk assessment.</li> <li>• Lettings of facilities will be subject to separate risk assessment.</li> <li>• School clubs, Breakfast clubs and after-school provision are subject to a separate risk assessment.</li> <li>• Behaviour policy amended to reflect covid-19 protocols.</li> </ul>	<p>Ensure standard risk assessments take account of additional covid-19 risks where appropriate. (KB) July 2020 – September 2020.</p> <p>Risk assessments for curriculum areas reviewed with staff 01.09.20. Ensure all know where to access risk assessments. Ensure Music, PE have additional control measures assessed and understood by all staff. Teachers aware of risks and mitigating strategies for PE/Music – January 2021, March 2021, April 2021.</p> <p>In line with the roadmap, schools can resume educational day visits from 12 April. Any educational day visits must be conducted in line with relevant coronavirus (COVID-19) secure guidelines and regulations in place at that time. This includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination- <b>See Appendix 21</b></p> <p><b>Out of school visits must be meticulously risk assessed. Before planning a visit, staff must discuss the proposal with the EVC and the HT.</b></p> <p>Suspend individual music lessons with Simon Sheffield (MM to contact) – room is required in the hall and it is not appropriate for one teacher and one pupil to take up so much space. 05/01/21</p> <p>Suspend FOSS events until all other procedures embedded. Continue to risk assess at review.</p> <p>No lettings – no risk assessment required.</p> <p>Risk Assessment for EB and NO completed. Alter times to suit staggered start and end to school day. Staff protocols in place and discussed with staff. Area of school changed to use hall (larger</p>

		space and therefore better social distancing and easier access to outdoor spaces)  Behaviour for Life and Learning Policy amended to reflect covid-19 protocols. (August 2020) Staff updated on policy 04/01/21
<b>8. Monitoring</b>		
Control measures set out in this risk assessment do not prove effective  Levels of compliance are inadequate	<ul style="list-style-type: none"> <li>Named school staff will monitor the application and effectiveness of the control measures set out within this risk assessment, and the level of compliance by staff, visitors and pupils</li> <li>Non-compliance will be addressed immediately</li> <li>Regular communication with staff on the outcomes of the monitoring</li> <li>LA H&amp;S Advisers are able to visit the school site to assess compliance</li> </ul>	<p><b>Mrs Kay Bridson (Headteacher) and Hannah Crook (Staff Governor)</b> monitor the application and effectiveness of the control measures set out within this risk assessment, and the level of compliance by staff, visitors and pupils.</p> <p>Non-compliance is addressed immediately via daily staff e-mails and following weekly review of this <b>Risk Assessment and COVID 19 Management Plan. (Appendices 1-17)</b></p> <p>Regular communication with staff on the outcomes of the monitoring – staff and governors are e-mailed a review and updated Risk assessment on a monthly basis or when more regularly if required.</p>
<b>9. Other risks – specific to your school</b>		
Please add details of any other relevant covid-19 risks presented by circumstances that are relevant to your school site and activities but are not covered by Items 1-8.  Also add activities such as swimming and indoor gyms as and when restrictions are lifted.		Discuss plans for swimming (Leisure Centre) when conditions become more predictable.  Early Birds and Night Owls moved to hall to facilitate social distancing. Adults must socially distance from each other. Children who play together for more than 15 minutes (notes made for Track and Trace Purposes) Upper / Lower school bubbles kept separate.

**Signed copies are available in school.** I confirm that the above is a suitable and sufficient risk assessment based on current information. The risk assessment is reviewed on a regular basis and whenever anything relevant changes. All relevant parties are informed of the outcomes of this risk assessment.

<b>Name of Headteacher</b>	Kay Bridson	
<b>Signature of Headteacher</b>		<b>Date:</b>
<b>Name of Chair of Governors</b>	Angela Britten	
<b>Signature of Chair of Governors</b>		<b>Date:</b>
<b>Date of review # 2</b>	<b>Reviewed 25.04.21 next review 16.05.21 or before if required.</b>	

# Stratford-sub-Castle Primary School COVID -19 Management Plan.

## List of Appendices: Operational Information and Procedures

Appendix Number	Title	
1	Staffing teams and responsibilities	
2a	Staffing: Specific Responsibilities	Beginning of the school day: (08:40 – 09:00)
2b		Break-time: (10:25 – 10:44) & (10:45-11:05)
2c		Lunchtime: (11:45 – 12:30) & (12:30 – 13:10)
2d		End of school day: (15:00 – 15:10)
3	Specific designated areas to ‘minimise mixing’	
4	Procedures for parents, carers, pupils and staff at drop-off. (08:30 – 09:25) *EB 08:00 onwards	
5	Procedures for parents, carers, pupils and staff at pick-up. (15:00- 15:10) *NO until 17:00	
6	Procedures/ Guidance for toilets and cloakrooms	
7	Procedures/ Guidance for break and lunchtimes	
8	Safety Equipment / Hygiene class checklist – items and safety issues	
9	Cleaning during school hours (In Bubble)	
10	Cleaning during school hours (Out of Bubble/ Shared Areas)	
11	Cleaning during school hours (Offices)	
12	General cleaning guidance	
13	First Aid and use of PPE. (Non- Covid Outbreak)	
14	Cleaning during a suspected case of COVID 19 including PPE advice and procedures.	
15	Pupil / staff well-being.	
16	Miscellaneous safety considerations and procedures	
17	Track and Trace (School community and Visitors)	
18	Working with individual children or small groups.	
19	Advice from HSE regarding ventilation	
20	Guidance regarding the safe wearing and removal of face coverings	
21	Educational day visits	
<b>These Appendices form Stratford-sub-Castle Primary School COVID 19 Management Plan</b>		

## Appendix 1

### Operational details: Staffing teams and general responsibilities

Staff must remain within their staffing 'Bubble', as far as possible. Where this is not possible staff MUST meet briefly and socially distance.

CLASS	CHILDREN	CHILDREN WHO REQUIRE EXTRA SUPPORT TO IMPLEMENT SAFETY REQUIREMENTS.	TEACHER	TEACHING ASSISTANTS	FIRST AIDER	PAEDIATRIC FIRST AIDER	NOTES
<b>Butterfly 29</b>	<b>EYFS/ Y1</b> EYFS - 17 Year 1 -1	See risk assessment 28.07.20	JW 5 days	JH DC DS SC	JH DC DS	JH	
<b>Owl 30</b>	<b>EYFS/ Y1</b> Year 1 - 9 Year 2 - 21	See risk assessment 28.07.20	KS 4 days ER 1 day	JE AS CW	JE AS CW	CW	
<b>Woodpecker 25</b>	<b>Y3</b>	See risk assessment 28.07.20	JR 5 days	JF LB	JF LB	LB	
<b>Fox 30</b>	<b>Y4/Y5</b> Year 4 - 21 Year 5 – 9	See risk assessment 28.07.20	JEW 5 days	RD LDB 4 days) HD	RD LDB		
<b>Robin 31</b>	<b>Y5 / Y6</b> Year 5 - 12 Year 6 - 19	See risk assessment 28.07.20	HC 5 days	LR NW (4 days)	LR NW (4 days Monday – Thursday))		
ELSA support – NS (5 days am only)							

# Operational details: Staffing: Specific responsibilities

## Appendix 2a

<b>08:40 – 09:00 START OF THE DAY</b>			
STAFF MEMBER	AREA OF SCHOOL	DUTIES	NOTES PPA
<b>JW</b> 5 days	Butterfly	Welcome pupils. Hand-gel on entry Register / Dinner register	ER- Friday
<b>KS / ER</b> 4 days / 1 day	Owl	Welcome pupils. Hand-gel on entry Register / Dinner register	ER- Monday
<b>JR</b> 5 days	Woodpecker	Welcome pupils. Hand-gel on entry Register / Dinner register	ER – Tuesday
<b>JEW</b> 5 days	Fox	Welcome pupils. Hand-gel on entry Register / Dinner register	ER - Thursday
<b>HC</b> 5 days	Robin	Welcome pupils. Hand-gel on entry Register / Dinner register	KB - Tuesday
<b>JH</b>	EB (Hall) to Butterfly Class for 08:40. Then Butterfly Class	Welcome pupils to EB. Hand-gel on entry and on departure. Ensure they know how to get to their classes for 08:40. Pupils stay in building except Fox Class.	
<b>DC</b>	EB (Hall) to Butterfly Class for 08:40. Then cloakroom/ library area.	Welcome pupils to EB. Hand-gel on entry and on departure. Ensure they know how to get to their classes for 08:40. Pupils stay in building except Fox Class.	
<b>JMW</b>	Gate	Ensure signage and cones in correct position. Welcome pupils into school site. Take brief messages / Trouble shoot / Site security	
<b>KB</b>	Gate	Ensure signage and cones in correct position. Welcome pupils into school site. Take brief messages / Trouble shoot / Site security	
<b>NS</b>	Gate	Help support those pupils feeling anxious	
Early Birds to take place in the hall / outside in gazebo, field or playground. (08:00 – 08:38)			

**Appendix 2b**  
**Operational details: Staffing: Specific responsibilities**

<b>BREAK TIME</b>							
<b>CLASS</b>	<b>BREAK-TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>	<b>GENERAL CONTROL MEASURES</b>
Butterfly	10:25 – 10:44	ER DC DS	KS DS AS	JW DS LB	KS/JR/JW DS JE	JR DS J F	Each class use designated door. Send pupils out of classroom in small groups. Use classroom management strategies to prevent bottlenecks, crowding and physical contact.  Each class to sit at designated tables when eating in the hall.
Owl							
Woodpecker							
Fox	10:45 – 11:05	HC LDB	JE NS	HC NW	JEW HD	HC/JEW RD	Hand gel on entering/ exiting classroom.  Class to play with designated toys.  Fox and Robin Staff ensure younger classes have returned to class or gathered to far side of playground before coming out to play. Mobile phone for playtimes/lunchtimes - leave in staffroom to minimise touching and sharing. USE HT OFFICE PHONE IF REQUIRED IN EMERGENCY <b>Small playground – out of bounds</b> <b>Hall out of bounds.</b>
Robin							



## Appendix 2c

### Operational details: Staffing: Specific responsibilities

<b>LUNCH TIME (SC, JJ &amp; JB in hall)</b>							
CLASS	LUNCH-TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	GENERAL CONTROL MEASURES
Butterfly	11:45 – 12:30	JMW GG CW First Aid – JH	JMW GG CW First Aid – JH	JMW GG CW First Aid – JH	JMW GG CW First Aid – JH	JMW GG CW First Aid – JH	<p>Each class use designated door. Send pupils out of classroom in small groups. Use classroom management strategies to prevent bottlenecks, crowding and physical contact.</p> <p><b>Maximum ventilation to be comfortable.</b></p> <p>Each class to sit at designated tables when eating in the hall.</p> <p>Hand gel on entering/ exiting classroom. <b>Increase ventilation in empty rooms</b></p> <p>Mobile phone for playtimes/lunchtimes - leave in staffroom to minimise touching and sharing. USE HT OFFICE PHONE IF REQUIRED IN EMERGENCY</p> <p>Hand-gel on entering/exiting building to access toilets.</p> <p>Class to play with designated toys.</p> <p>Fox and Robin Class to walk on opposite side to the playground as Lower school bubble.</p> <p><b>Small playground – out of bounds</b></p>
Owl							
Woodpecker							
Fox	12:30 – 13:10	KB GG WD First Aid – LR	KB GG WD First Aid – LR	KB GG WD First Aid – LR	KB GG WD First Aid – LR	KB GG WD First Aid – LR	
Robin							
<p><b>'Nest' – NS (use outdoor classroom as far as possible). Reduce risk by staying outdoors.</b></p> <p><b>GG, KB and WD to ensure play equipment cleaned after lunch</b></p>							

## Appendix 2d

### Operational details: Staffing: Specific responsibilities

<b>15:00 – 15:10: End of the Day</b>			
STAFF MEMBER	AREA OF SCHOOL	DUTIES	NOTES
<b>JW</b> 5 days	Butterfly	Dismiss pupils. <b>A- G 15:00, H-N 15:05, O-Z 15:10.</b> Send NO last after 15:10 have left- to the hall. Hand-gel on exit.	
<b>KS / ER</b> 4 days / 1 day	Owl	Dismiss pupils. <b>A- G 15:00, H-N 15:05, O-Z 15:10.</b> Send NO last after 15:10 have left- to the hall. Hand-gel on exit.	
<b>JR</b> 5 days	Woodpecker	Dismiss pupils. <b>A- G 15:00, H-N 15:05, O-Z 15:10.</b> Send NO last after 15:10 have left to the hall. Hand-gel on exit.	
<b>JEW</b> 5 days	Fox	Dismiss pupils. <b>A- G 15:00, H-N 15:05, O-Z 15:10.</b> Send NO last after 15:10 have left- to the hall. Hand-gel on exit.	
<b>HC</b> 5 days	Robin	Dismiss pupils. <b>A- G 15:00, H-N 15:05, O-Z 15:10.</b> Send NO last after 15:10 have left- to the hall. Hand-gel on exit.	
<b>JH</b>	Butterfly Class - Hall for 15:10	Help teacher dismiss EYFS / Y1. Escort NO children to the hall from Butterfly Class.	
<b>CW</b>	Owl Class till 15:10 – Hall for 15:10	Help teacher dismiss Y1/Y2. Escort NO children to the hall from Owl Class after all other children have departed safely.	
<b>JMW</b>	Gate	Ensure signage and cones in correct position. Supervise adults onto school site, safe departure of pupils. Take brief messages / Trouble shoot / Site security	
<b>KB</b>	Gate	Ensure signage and cones in correct position. Supervise adults onto school site, safe departure of pupils. Take brief messages / Trouble shoot / Site security	
Night Owls to take place in the hall / outside in gazebo, field or playground. (15:10 – 17:00) Meet in the hall. Stay in the building to go to Night Owls except Fox Class.			

### Appendix 3

## Operational details: Specific designated areas ‘to minimise’ mixing

Class	Door IN (Morning)	Door (DURING SCHOOL DAY)	Door OUT (Afternoon)	Cloakroom Facilities	Toilet Facilities	Break out areas.  Adult must conduct dynamic risk assessment.	Eat lunch in the hall at allocated tables  (Access to toilets via Glass-house door)	Play area for Play / lunchtime.
<b>Butterfly</b>	BACK GATE NEAR GARDEN	BACK GATE NEAR GARDEN	HALL DOOR NEAR GAZEBO	Use the hook / lunch box units Butterfly covered area.	Boys / Girls toilets in 1970's building	Butterfly/ Owl outdoor area	Sandwiches to hall. Hots to hall in small groups	<b>See Appendix 2c Field Big playground</b>
<b>Owl</b>	GATE NEAR OUTDOOR CLASSROOM	GATE NEAR OUTDOOR CLASSROOM	GATE NEAR OUTDOOR CLASSROOM	Art Area / cloakroom <u>outside toilets</u>		Library (Hall)	Sandwiches to hall. Hot out to play wait to be called.	<b>See Appendix 2c Field Big playground</b>
<b>Woodpecker</b>	GLASS HOUSE DOOR	GLASS HOUSE DOOR	HALL DOOR ONTO LARGE PLAYGROUND	Cloakroom <u>outside toilets</u>				<b>See Appendix 2c Field Big playground</b>
<b>Fox</b>	FOX SIDE DOOR (DOWN STEPS)	FOX SIDE DOOR (DOWN STEPS)	FOX SIDE DOOR (DOWN STEPS)	Fox Class	Old School	Small playground Outdoor classroom  (Hall)	Sandwiches to hall. Hot dinners line up as appropriate.	<b>See Appendix 2c Field Big playground</b>
<b>Robin</b>	GLASS HOUSE DOOR	GLASS HOUSE DOOR	GLASS HOUSE DOOR	Robin Class				Robin toilets in new build.

## Appendix 4

### Operational details: Procedures for parents, carers, pupils and staff at drop-off.

**(08:40 – 09:00) \*** Early Birds arrival from 08:00 and proceed to hall via large playground.

Arrival time	Groupings for staggered start	Families asked to use discretion when anomalies arise. E.G when travelling with another family. System to be kept under close review.
08:40	Surname A-G	
08:45	Surname H-N	
08:50	Surname O-Z	
08:50 – 09:00	Pupils arriving by bus	
Supervised by KB and JMW at gates. Teachers on duty in classrooms.		

**Adults dropping off children must:**

- Keep to allocated time slot – parking in the Reading Room and walk along the road if possible
- One adult to drop-off and pick-up pupils (Drop-off at kerb if pupils are old enough or if younger, bring to gate and ‘hand-over’ to staff)
- Maintain and respect social distancing (2m)
- Parking – observe zig zag
- Leave the area immediately following drop-off (Unless EYFS require parental support – wear mask if entering school premises)

**Pupils must:**

- Enter using the main gate (Unless Fox Class – use the small gate)
- Gel hands on entering the classroom
- Enter their Class using the designated door. **(See Appendix 2)**

**Staff must:**

- Maintain social distancing from other adults
- Encourage children to stay inside their Class
- Help pupils to gel hands on entry to Class (Staff members to name their bottle – only use that bottle to reduce number of touches. Ensure safely stored when not in use. There are 3 bottles per Class.
- Leave pupils’ bags and belongings to be collected later if pupils are unable to carry them (just leave them where they are or wash hands / hand-gel immediately)

**\* Early Birds arrival from 08:00 and proceed to hall via large playground. Pupils may be accompanied by adult or walk independently. Adults must not enter the building and leave asap.**

## Appendix 5

### Operational details: Procedures for parents, carers, pupils and staff at pick-up. (15:00 – 15:10)

Departure time	Groupings for staggered departure	Use discretion when anomalies arise. E.G when pupil travelling with another family. Conduct dynamic risk assessment. System to be kept under close review.
15:00	Surname A-G	
15:05	Surname H-N	
15:10	Surname O-Z	
15:00 - 15:10	Pupils leaving by bus	
Supervised by KB and JMW at gates. Teachers on duty in classrooms.		

Class	Door	WAITING AREA FOR ADULT (PICKING-UP)
<b>Butterfly</b>	HALL DOOR NEAR GAZEBO	Bottom of big playground – not in narrow pathway. (Walk in main gate and exit main gate – using one-way system)
<b>Owl</b>	GATE NEAR OUTDOOR CLASSROOM	Area on small playground or outdoor classroom – back from the gate. (Walk in small gate and exit in front of HT office and out the big gate)
<b>Woodpecker</b>	HALL DOOR ONTO LARGE PLAYGROUND	Middle of large playground. (Walk in main gate and exit main gate – using one- way system)
<b>Fox</b>	FOX SIDE DOOR (DOWN STEPS)	Outside school or small playground. (Walk in small gate and exit in front of HT office and out the big gate)
<b>Robin</b>	GLASS HOUSE DOOR	Outside school or large playground near carparking area. (Walk in main gate and exit main gate – using one- way system)

#### **Adults picking up children must:**

- Keep to allocated time slot – following the signage as to which pick-up slot is ‘open’ (Laminated cards with alphabet on held up by HT or a deputising member of staff, dependent on number of people arriving at the same time. HT to perform dynamic risk assessment regarding numbers of people waiting at the gate.)
- One adult to pick-up pupils (Pick -up at kerb if pupils are old enough – inform the school in writing, an e-mail will do)
- Maintain and respect social distancing (2m) If a brief conversation is required by the adult doing pick-up and the duty staff ensure conversation does not block walk ways and the markers are used to ensure 2m is adhered to.
- Leave the area immediately following pick-up
- Wait in allocated waiting zone

- Collect youngest child first
- Adhere to one- way system
- Wear a face covering / mask when on the school site. (A face mask is recommended as the pavements are narrow and space outside the school is limited)

**Pupils must:**

- Exit using the using their allocated door and via the main gate **(See Appendix 3)**
- Maintain social distancing whilst leaving the school
- Adhere to the one-way system.

**Staff must:**

- Use alphabet cards to help adults on pick-up know which slot is 'open'.
- Maintain social distancing, as far as possible
- Encourage pick-up of younger sibling first.
- Be aware of those pupils needing to collect bikes. (Pedestrian / traffic control by all staff as necessary- keep good lines of sight)
- Supervise access to the bike sheds at the end of the day. (Perhaps direct traffic to allow children with bikes to access them and leave the school keeping pedestrians safe. Bikes must be wheeled to the front gate)
- Use e-mail or phone to communicate longer messages at the end of the day
- Adhere to the one- way system when leaving the school (if leaving at the same time as pupils)

**Staff are advised to:**

- Wear a face- mask at the end of the day – either on duty or when leaving the premises.

**\* Night Owls leave after 15:10 -until 17:00. Adults must not enter the building and leave with their child/ren asap. Mask should be worn. (If not, social distancing must be strictly maintained).**

## Appendix 6

### Operational details: Procedures/ Guidance for toilets and cloakrooms.

- Only one child allowed to go to the toilet at a time from each class (EYFS – Y3) (As much as possible without causing undue distress)
- Only two children allowed to go to the toilet at a time from each class (Y4-Y6) (As much as possible without causing undue distress)
- (DO NOT USE TOILET TAGS)
- If a child is about to soil themselves allow them to use the toilet even if there is another child already using the area (encourage social distancing)
- Staff to use hand gel before going to the toilet. Implement hand washing guidance following ablutions!

CLASS	TOILET	CLOAKROOM	CONTROL MEASURES
Butterfly	Boys / Girls toilets in 1970's building	Use the hook / lunch box units Butterfly covered area.	Control of numbers from each class accessing toilet facilities. <b>Maximum ventilation to be comfortable.</b> 1m+ social distancing around pegs where possible. <b>Only teacher</b> gives permission to use the toilet. Remind to wash hands  <b>Hand gel before and after visiting the toilet.</b> Adult to supervise the beginning and end of day closely. Develop system for each Bubble to store / hang up coats and bags in an orderly / socially distanced manner. (Phased beginning to day should help with this).  2m markers in corridor to aid social distancing. If a child is going to soil themselves let them go! During the day - Check soap, hand towels and toilet roll. <b>Increase ventilation in empty rooms</b> <b>Increase ventilation when rooms are being used.</b>
Owl		Art Area /Cloakroom <u>outside toilets</u>	
Woodpecker		Cloakroom <u>outside toilets</u>	
Fox	Old School	Fox Class cloakroom	
Robin	Robin toilets in new build.	Robin Class cloakroom	

## Appendix 7

### Operational details: Procedures/Guidance for break and lunchtimes.

#### Break Times

CLASS	BREAK-TIME	LUNCHTIME	SPECIFIC CONTROL MEASURES	GENERAL CONTROL MEASURES
Butterfly	10:25 – 10:44	11:45 – 12:30	Sandwiches – to hall at 11:45 Hot dinners – limit pupils in queue at any one time. Pupils to remain in the classroom or outdoor area till called.	Each class use designated door. Send pupils out of classroom in small groups. Use classroom management strategies to prevent bottlenecks, crowding and physical contact. <b>Maximum ventilation to be comfortable.</b> Each class to sit at designated tables when eating in the hall.  Limit pupils in queue at any one time – (1m+ distanced when waiting)  No queues outside the hall.
Owl			Sandwiches – to hall at 11:45 Hot dinners – Proceed outside to play until called. Limit pupils in queue at any one time.	
Woodpecker			Sandwiches – to hall at 11:45 Hot dinners – Proceed outside to play until called. Limit pupils in queue at any one time.	
Fox	10:45 – 11:05	12:30 – 13:10	Sandwiches/ hot dinners 12:30 – Proceed outside to play until called. 4 pupils in queue at any one time.	Hand gel on entering/ <u>exiting</u> hall.  Tables and chairs wiped with anti-bac/viral spray between sittings. <b>Increase ventilation in empty rooms.</b>  Class to play with designated toys.
Robin			Sandwiches/ hot dinners 12:30 – Proceed outside to play until called. Limit pupils in queue at any one time.	

Duties – See Appendix 2b and 2c

**TO ENSURE SUPERVISION: PUPILS USE GLASSHOUSE DOOR TO ACCESS TOILETS AT LUNCH OR PLAYTIMES. DUTY STAFF BE VIGILANT OF NUMBERS IN THE BUILDING**



## Appendix 8

### Operational details: Safety Equipment / Hygiene class checklist – items and safety issues

Item / Safety issue	Notes	✓
Plastic bags	Double bag – clinical waste and tissues	
Disposable gloves		
Disposable aprons		
Hand gel (named for each member of staff)	Staff member to allocate to children	
Spare soap		
Spare toilet rolls		
Spare hand towels		
Wipes for computers etc		
Disposable cloths		
Anti-bacterial/ viral spray		
Box of tissues		
Pedal bin with lid (Catch it, Bin it, Kill it)		
Safe place for staff to store anti-bacterial spray and cleaning materials		
Safe place for staff to store all spare items		

## Appendix 9

### Operational details: Cleaning during school hours (In Classroom).

**CLASS NAME:** \_\_\_\_\_

- All staff to wash hands / use hand gel on entering the school site
- Named member of staff to perform the task (Split the tasks amongst the team – suggest same person does the same task each day if possible)
- Each Class to have own record of when cleaning tasks completed – completed sheets to be given to the HT at the end of the week for monitoring.
- Wear gloves and disposable apron

Day / TASK	EARLY CLEAN (AM) (Initial when completed)										
	TABLES / SURFACES	CHAIRS (TOP/ BACKS)	DOOR HANDLES (Both sides)	TAPS	BASINS/ SINKS	TOILET FLUSHES	LIGHT SWITCHES	TECHNOLOGY	GATE LATCH		TEACHER SIGNATURE /CHECK when completed.
Monday											
Tuesday											
Wednesday											
Thursday											
Friday											
Day / TASK	LATE CLEAN (PM) (Initial when completed)										
	TABLES / SURFACES	CHAIRS (TOP/ BACKS)	DOOR HANDLES (Both sides)	TAPS	BASINS/ SINKS	TOILET FLUSHES	LIGHT SWITCHES	HALL	TECHNOLOGY	GATE LATCH	TEACHER SIGNATURE /CHECK when completed.
Monday											
Tuesday											
Wednesday											
Thursday											
Friday											

Hand to HT at the end of the week.

Weekly monitoring completed by HT: \_\_\_\_\_ (signed) \_\_\_\_\_ (date)

## Appendix 10

### Operational details: Cleaning during school hours (Shared Areas)

Day / TASK	AFTER ALL PUPILS IN SCHOOL (Initial when completed) Approximately 09:30 – 09:40										
	Corridor Partition	Corridor Handrails	Main door push in and out	Green door release X2	Light switches	Staffroom Taps/ surfaces/ Boiler handle	Staff toilet Taps/ flush/ handles	Glass-house Door/ switches	Wet room – door handles, switches, taps etc.	Gate Latches (front of school).	TEAM LEADER SIGNATURE /CHECK when completed.
Monday											
Tuesday											
Wednesday											
Thursday											
Friday											

Day / TASK	AFTER BREAK (Initial when completed) Approximately 11:00										
	Corridor Partition	Corridor Handrails	Main door push in and out	Green door release X2	Light switches	Staffroom Taps/ surfaces/ Boiler handle	Staff toilet Taps/ flush/ handles	Glass-house Door/ switches	Wet room – door handles, switches, taps etc.	Gate Latches (front of school).	TEAM LEADER SIGNATURE /CHECK when completed.
Monday											
Tuesday											
Wednesday											
Thursday											
Friday											

(Continued on next page)

## Appendix 10 (continued)

Day / TASK	AFTER LUNCH (Initial when completed) Approximately 13:05										
	Corridor Partition	Corridor Handrails	Main door push in and out	Green door release X2	Light switches	Staffroom Taps/ surfaces/ Boiler handle	Staff toilet Taps/ flush/ handles	Glass-house Door/ switches	Wet room – door handles, switches, taps etc.	Gate Latches (front of school).	TEAM LEADER SIGNATURE /CHECK when completed.
Monday											
Tuesday											
Wednesday											
Thursday											
Friday											

Hand to HT at the end of the week.

Weekly monitoring completed by HT: \_\_\_\_\_ (Signed) \_\_\_\_\_ (DATE)

- All staff to wash hands / use hand gel on entering the school site
- Named member of staff to perform the task (Split the tasks amongst the team – suggest same person does the same task each day if possible)
- Each Bubble to have own record of when cleaning tasks completed – completed sheets to be given to the HT at the end of the week for monitoring.
- Wear gloves and disposable apron

## Appendix 11

### Operational details: Cleaning during school hours (Offices)

- All staff to wash hands / use hand gel on entering the school site
- Named member of staff to perform the task (Split the tasks amongst the team – suggest same person does the same task each day if possible)
- Each Bubble to have own record of when cleaning tasks completed – completed sheets to be given to the HT at the end of the week for monitoring.
- Wear gloves and disposable apron
- 'Support Bubble' to clean, as required, following entry of new adult into the office space.

Day / TASK	AFTER ALL PUPILS IN SCHOOL (Initial when completed) Approximately 09:30 – 09:40											
	Desks	Door handles	Phone	Key boards	Light switches	Photocopier						TEAM LEADER SIGNATURE /CHECK when completed.
<b>Monday</b>												
<b>Tuesday</b>												
<b>Wednesday</b>												
<b>Thursday</b>												
<b>Friday</b>												
Day / TASK	AFTER ALL PUPILS IN SCHOOL (Initial when completed) Approximately 12:00											
	Desks	Door handles	Phone	Key boards	Light switches	Photocopier						TEAM LEADER SIGNATURE /CHECK when completed.
<b>Monday</b>												
<b>Tuesday</b>												
<b>Wednesday</b>												
<b>Thursday</b>												
<b>Friday</b>												

Hand to HT at the end of the week.

Weekly monitoring completed by HT: \_\_\_\_\_ (Signed) \_\_\_\_\_ (DATE)

## Appendix 12

### Operational details: Cleaning Guidance (General)

#### Guidance on cleaning non-healthcare settings

The best way to protect yourself and others is through rigorous cleaning, personal hygiene and regular hand hygiene. An increased frequency of cleaning and disinfection of all surfaces and equipment, using standard household cleaning and disinfection products, is recommended.

After contact with any member of the public, clean your hands thoroughly with soap and water or alcohol hand sanitiser at the earliest opportunity. This advice is applicable to all situations, regardless of whether there was close contact or the minimum 2 metre social distancing was maintained.

Avoid touching your mouth, eyes and nose.

There are no additional precautions to be taken in relation to cleaning your clothing or uniform other than what is usual practice.

When cleaning, the wearing of **disposable gloves and a disposable apron is recommended**

If you have used any shared area please give it a clean afterwards.

## Appendix 13

### Operational details: First Aid and use of PPE. (Non- Covid Outbreak)

First Aid Procedures <https://www.gov.uk/government/publications/novel-coronavirus-2019-ncov-interim-guidance-for-first-responders>

- Deal with first aid within each Bubble if possible – do not hesitate to call for help in an emergency
- Remember bump notes
- Record incidents in Bubble’s own First Aid / Intimate Care Record Book.
- E-mail HT and DHT to inform of any head injuries

Where it is not possible to maintain a 2 metre or more distance away from an individual, **disposable gloves and a disposable plastic apron** are recommended. Disposable gloves should be worn if physical contact is likely to be made with potentially contaminated areas or items.

The use of a fluid repellent surgical face mask is recommended and additional use of disposable eye protection (such as face visor or goggles) should be **risk assessed** when there is an anticipated risk of contamination with splashes, droplets of blood or body fluids.

When using a fluid repellent surgical face mask, you should mould the metal strap of the mask over the bridge of the nose and make sure the mask fits snugly under the chin, around or across any facial hair if present.

Clean your hands thoroughly with soap and water or alcohol sanitiser before putting on and after taking off PPE. In all circumstances where some form of PPE is used, the safe removal of the PPE is a critical consideration to avoid self-contamination. Guidance on putting on and taking off PPE is available. Use and dispose of all PPE according to the instructions.

Each Bubble has its own supply of gloves, aprons and bags. All staff should acquaint themselves with their location.

Emergency PPE Packs containing: **disposable gloves, a disposable apron and a fluid-resistant surgical face mask and eye protection** are situated in (New building – Maths cupboard, Staffroom) and (Old School – School Office)

## Appendix 14

# Operational details: Cleaning during a suspected case of COVID 19 including PPE advice and procedures.

### 1. COVID-19: cleaning of non-healthcare settings

(Public Health England) If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A 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

#### **ACTIONS:**

- cleaning an area with normal household disinfectant after someone with suspected coronavirus (COVID-19) has left will reduce the risk of passing the infection on to other people
- wear disposable or washing-up gloves and aprons for cleaning. These should be **double-bagged**, then stored securely for 72 hours then thrown away in the regular rubbish after cleaning is finished
- using a disposable cloth, first clean hard surfaces with warm soapy water. Then disinfect these surfaces with the cleaning products you normally use. Pay particular attention to frequently touched areas and surfaces, such as bathrooms, grab-rails in corridors and stairwells and door handles
- if an area has been heavily contaminated, such as with visible bodily fluids, from a person with coronavirus (COVID-19), use protection for the eyes, mouth and nose, as well as wearing gloves and an apron
- wash hands regularly with soap and water for 20 seconds, and after removing gloves, aprons and other protection used while cleaning

**Isolate pupil (outside if possible) – Isolate pupil in the shade/cover and well away from other people. Ensure all other children are confined to the classroom. If weather does not permit outside isolation, isolate the pupil Hive (new building) or DHT office (old school)**

**Instructions giving the specific order and method of putting on PPE is displayed in staff toilet areas and with the PPE Packs.**



## Appendix 15

### Operational details: Pupil / Staff well-being.

Recovery Curriculum <https://www.evidenceforlearning.net/recoverycurriculum/#mentalhealth>

Lever 1: Relationships - we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

Lever 2: Community - we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

Lever 3: Transparent Curriculum - all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.

Lever 4: Metacognition - in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

Lever 5: Space - to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

(Training TD Day July 2020 and September 01.09.20)

**Transition Objects** (<https://www.psychologytoday.com/gb/blog/the-guest-room/201407/more-just-teddy-bears>)

- **separation anxiety**
- **autism**
- **attachment**

## Appendix 16

### Operational details: Miscellaneous Safety/Well-being Considerations for staff

#### Staff arrival and departure

- On arrival touch as little as possible. Use hand gel.
- Maintain social distancing around staff lockers. Take as much as possible with you to your classroom.
- Open windows when you arrive. Maintain good ventilation. Close windows and blinds when you leave.

#### Staff communication

- Ensure the school's Security Policy is rigorously implemented and challenge any 'stranger' immediately
- All pupils and visitors are not to enter the school office, HT office or DHT office
- Communicate with the school office via [w davidson@stratford-sub-castle.wilts.sch.uk](mailto:w davidson@stratford-sub-castle.wilts.sch.uk) (Try not to go to the school office in person.)
- Maintain social distancing in the school office, HT office and DHT office.
- Check e-mails throughout the day for messages (teachers)
- Communication to the 'Office / Support Bubble' via email or via the designated trays in the main corridor as much as possible. Classes please check regularly and definitively just before the end of the day for messages and lost items. Ensure all paper / items are clearly labelled and clear instructions included.
- Check e-mails daily (all staff).
- Use class trays- check them regularly.
- Photocopying – please try to do this in the morning before the children begin to arrive or after school when the children have left.
- Maximum number of staff in the school office = 4 members of staff to ensure social distancing.

### Staff food, drink and breaks

- Each staff member must bring her own lunch, water bottle, safety mug and cutlery as required. These items must be **taken home daily for cleaning**. The dishwasher in school will not be in use. **All shared crockery and cutlery have been removed.**
- The outdoor classroom is available at break time for staff to use. Ensure chair (arms) are cleaned after leaving the area. Clean any staff chair you sit on when you leave it. The small playground is available break and lunch.
- Hot drinks will be made one member of each class 'staff bubble'.
- Staff toilets – as normal.

### Post/ Deliveries

- Post to be placed in tray – after opening tray to be anti-bac/viral. Hands washed or gel used immediately (MM)
- Anyone picking up the post must wash or gel hands immediately
- Deliveries to be received at the front door (at a social distance) – place on floor for collection when delivered has left
- Bulky and heavy deliveries should be carried into the entrance hall by the delivery person. Staff member to warn Fox Class not to enter the room while delivery taking place. Stand back inside the office and supervise at a distance.

### Things to remember for your personal safety

- Should a child or adult require 'touching' wear disposable gloves (keep some in your pocket all the time)
- Non-contact thermometer available (first aid trolley) should anyone become ill during the school day.
- Minimise contact with adults from other classes. Remain 2m from all adults.

## Appendix 16

### Operational details: Information required during suspected or confirmed case/ or outbreak at the school.

#### Wiltshire Local Outbreak Management Plan.

<http://www.wiltshire.gov.uk/public-health-coronavirus>

## Coronavirus - Wiltshire Council

[www.wiltshire.gov.uk](http://www.wiltshire.gov.uk) › Public health

The Wiltshire Local **Outbreak Management Plan** (LOMP) sets out the ... Care homes and **schools**; Identify high risk settings, communities and places; Local ... of **COVID-19** cases in the **UK**, broken down by region and local authority area.

All up to date relevant documents including flowcharts are filed on SharePoint; Coronavirus file.

## Appendix 17

# Track and Trace: School community and Visitors.

<https://www.gov.uk/guidance/maintaining-records-of-staff-customers-and-visitors-to-support-nhs-test-and-trace#information-to-collect>

### Information to collect

The following information should be collected by the venue, where possible:

- staff
  - the names of staff who work at the premises
  - a contact phone number for each member of staff
  - the dates and times that staff are at work
- customers and visitors
  - the name of the customer or visitor. If there is more than one person, then you can record the name of the 'lead member' of the group and the number of people in the group
  - a contact phone number for each customer or visitor, or for the lead member of a group of people
  - date of visit, arrival time and, where possible, departure time
  - if a customer will interact with only one member of staff (e.g. a hairdresser), the name of the assigned staff member should be recorded alongside the name of the customer

No additional data should be collected for this purpose.

Many organisations that routinely take bookings already have systems for recording their customers and visitors – including restaurants, hotels, and hair salons. Due to the COVID-19 outbreak, more organisations are planning to implement an 'advanced

booking only' service to manage the numbers of people on the premises. These booking systems can serve as the source of the information that you need to collect.

You should collect this information in a way that is manageable for your establishment. If not collected in advance, this information should be collected at the point that visitors enter the premises, or at the point of service if impractical to do so at the entrance. It should be recorded digitally if possible, but a paper record is acceptable too.

Recording both arrival and departure times (or estimated departure times) will help reduce the number of customers or staff needing to be contacted by NHS Test and Trace. We recognise, however, that recording departure times will not always be practicable.

## **How records should be maintained**

To support NHS Test and Trace, you should hold records for 21 days. This reflects the incubation period for COVID-19 (which can be up to 14 days) and an additional 7 days to allow time for testing and tracing. After 21 days, this information should be securely disposed of or deleted. When deleting or disposing of data, you must do so in a way that does not risk unintended access (e.g. shredding paper documents and ensuring permanent deletion of electronic files).

Records which are made and kept for other business purposes do not need to be disposed of after 21 days. The requirement to dispose of the data relates to a record that is created solely for the purpose of NHS Test and Trace. All collected data, however, must comply with the General Data Protection Regulation and should not be kept for longer than is necessary.

### **General Data Protection Regulation (GDPR)**

The data that we are asking you to collect is personal data and must be handled in accordance with GDPR to protect the privacy of your staff, customers and visitors. This section sets out the steps you can take to comply with GDPR.

GDPR allows you to request contact information from your staff, customers and visitors and share it with NHS Test and Trace to help minimise the transmission of COVID-19 and support public health and safety. It is not necessary to seek consent from each person, but you should make clear why the information is being collected and what you intend to do with it.

For example, if you already collect this information for ordinary business purposes, you should make staff, customers and visitors aware that their contact information may now also be shared with NHS Test and Trace.

You do not have to inform every customer individually. You might, for example, display a notice at your premises or on your website setting out what the data will be used for and the circumstances in which it might be accessed by NHS Test and Trace. You may need to offer some people additional support in accessing or understanding this information,

for example, if they have a visual impairment or cannot read English.

While consent is not required, we recommend that consent is sought in sensitive settings such as places of worship and for any group meetings organised by political parties, trade unions, campaign or rights groups, other philosophical/religious groups or health support groups. This is because of the potentially sensitive nature of the data collected in these circumstances.

Personal data that is collected for NHS Test and Trace, which you would not collect in your usual course of business, must be used only to share with NHS Test and Trace. It must not be used for other purposes, including marketing, profiling, analysis or other purposes unrelated to contact tracing, or you will be in breach of GDPR. You must not misuse the data in a way that is misleading or could cause an unjustified negative impact on people e.g. to discriminate against groups of individuals.

## **When information should be shared with NHS Test and Trace**

NHS Test and Trace will ask for these records only where it is necessary, either because someone who has tested positive for COVID-19 has listed your premises as a place they visited recently, or because your premises have been identified as the location of a potential local outbreak of COVID-19.

NHS Test and Trace will work with you, if contacted, to ensure that information is shared in a safe and secure way. You should share the requested information as soon as possible to help us identify people who may have been in contact with the virus and help minimise the onward spread of COVID-19.

NHS Test and Trace will handle all data according to the highest ethical and security standards and ensure it is used only for the purposes of protecting public health, including minimising the transmission of COVID-19.

If you are contacted by NHS Test and Trace

Contact tracers will:

- call you from 0300 013 5000
- send you text messages from 'NHStracing'
- ask you to sign into the [NHS Test and Trace contact-tracing website](#)

Contact tracers will never:

- ask you to dial a premium rate number to speak to them (for example, those starting 09 or 087)
- ask you to make any form of payment or purchase a product or any kind
- ask for any details about your bank account
- ask for your social media identities or login details, or those of your contacts
- ask you for any passwords or PINs, or ask you to set up any passwords or PINs over the phone
- disclose any of your personal or medical information to your contacts
- ask about protected characteristics that are irrelevant to the needs of test and trace
- provide medical advice on the treatment of any potential coronavirus symptoms
- ask you to download any software to your PC or ask you to hand over control of your PC, smartphone or tablet to anyone else
- ask you to access any website that does not belong to the government or NHS



## **Appendix 18**

### **Working with individual children or small groups.**

#### **Advice (Apply a dynamic risk assessment according to the day, facilities available and weather)**

- Touch books and resources as little as possible
- Sit alongside individual children rather than opposite
- Do not work with an individual child or group for longer than 15 minutes / 20 minutes without a fresh air break
- Use laminated resources or plastic resources, which can be cleaned - where this is not possible use designated resources for the pupil/ group.
- Do not mix groups from lower school bubble and upper school bubble.
- Work outside if possible
- Work in the largest space possible

## Appendix 19

### Advice from the HSE regarding ventilation.

<https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm>

# Ventilation and air conditioning during the coronavirus (COVID-19) pandemic

The law requires employers to ensure an adequate supply of fresh air in the workplace and this has not changed during the pandemic.

Good ventilation, together with social distancing, keeping your workplace clean and frequent handwashing, can help reduce the risk of spreading coronavirus.

This guidance will help you identify poorly ventilated areas of your workplace and provides steps you can take to improve ventilation. It will apply in most workplaces.

- [Why ventilation is important](#)
- [Balancing ventilation with keeping people warm](#)
- [Identifying poorly ventilated areas](#)
- [How to improve ventilation](#)
- [Natural ventilation](#)
- [Mechanical ventilation \(including air conditioning\)](#)
- [Fans and air cleaning units](#)
- [Ventilation in vehicles](#)

## Why ventilation is important

Good ventilation reduces the concentration of the virus in the air and therefore reduces the risks from airborne transmission. This happens when people breathe in small particles (aerosols) in the air after someone with the virus has occupied an enclosed area.

However, ventilation will have little or no impact on droplet or contact transmission routes.

You should consider ventilation alongside the relevant control measures required to reduce the risk of transmission as part of [making your workplace COVID-secure](#).

# Balancing ventilation with keeping people warm

Providing adequate ventilation does not mean that workplaces have to be cold.

Good ventilation is a balance between making sure workplaces are warm but keeping a flow of air going through an area.

Simple steps, such as partially opening windows, can be taken to ensure ventilation is maintained. [Natural ventilation](#) can be used with heating systems to maintain a reasonable temperature in the workplace.

## Identifying poorly ventilated areas

Where your workplace (or parts of it) are poorly ventilated, you will need to improve ventilation in those areas to reduce the risk of airborne transmission.

There are some simple ways to identify poorly ventilated areas:

- Look for areas where there is no [mechanical ventilation](#) or no natural ventilation, such as opening windows and vents etc, unless doors are opened very frequently
- Check that mechanical systems provide outdoor air, temperature control or both. If a system (eg a local air conditioner) is recirculating only and doesn't have an outdoor air supply, or a separate source of outdoor air, the area is likely to be poorly ventilated
- Identify areas that feel stuffy or smell badly
- Use carbon dioxide (CO<sub>2</sub>) monitors to identify the CO<sub>2</sub> levels to help decide if ventilation is poor. CO<sub>2</sub> monitors are most effective for areas that are regularly attended by the same group of people. They are less effective in areas with low numbers of people

If you work in an environment with a complex ventilation system, for example supplying multiple floors and rooms, or old buildings, there is more guidance from the [Chartered Institution of Building Services Engineers \(CIBSE\)](#).

## How to improve ventilation

It is more important to deal with areas that are not well ventilated. The more people occupying an area that is poorly ventilated, and the longer they remain in it, the greater the risk of transmission.

Singing, shouting and aerobic activities generate higher levels of aerosol and increase the risk further, so consider these factors when ensuring you have adequate ventilation.

The following guidelines can help you improve ventilation in your workplace depending on the existing ventilation you have.

## Natural ventilation

Natural ventilation can be provided through open windows, or through other means such as vents. However, fire doors should not be propped open.

It is important not to completely close windows and doors when the area is occupied as this can result in very low levels of ventilation.

Lower temperatures and likely windy weather conditions in the winter months will increase the natural ventilation through openings. This means you don't need to open windows and doors as wide, so partially opening them can still provide adequate ventilation while maintaining a comfortable workplace temperature. Opening higher-level windows is likely to generate fewer draughts.

Airing rooms as frequently as you can will help improve ventilation. This involves opening all doors and windows wide to maximise the ventilation in the room. It may be easier to do this when the room is unoccupied or between uses.

If the area is still cold you could relax dress codes so people can wear extra layers and warmer clothing.

## Appendix 20

# Guidance regarding the safe wearing and removal of face coverings

### Safe wearing and removal of face coverings

You should have a process for when face coverings are worn within your school and how they should be removed. You should communicate this process clearly to pupils, staff and visitors and allow for adjustments to be made for pupils with SEND who may be distressed if required to remove a face covering against their wishes.

Safe wearing of face coverings requires the:

- cleaning of hands before and after touching – including to remove or put them on
- safe storage of them in individual, sealable plastic bags between use

Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully. Staff and pupils may consider bringing a spare face covering to wear if their face covering becomes damp during the day.

You must instruct pupils to:

- not touch the front of their face covering during use or when removing it
- dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin)
- place reusable face coverings in a plastic bag they can take home with them
- wash their hands again before heading to their classroom

Separate guidance is available on:

- preventing and controlling infection, including the use of PPE, in [education, childcare and children's social care settings](#)

## Appendix 21

### Educational day visits

## Educational day visits

In line with the roadmap, schools can resume educational day visits from 12 April.

Any educational day visits must be conducted in line with relevant coronavirus (COVID-19) secure guidelines and regulations in place at that time. This includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination.

Schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely. As part of this risk assessment, schools will need to consider what control measures need to be used and follow wider advice on visiting indoor and outdoor venues. Schools should consult the [health and safety guidance on educational visits](#) when considering visits. (Published 26.11.2018)

## Lateral Flow Testing RISK LOG (Home Self-Test) 16/04/21

Assessment Date	16/04/21	Lead Assessor	Kay Bridson	Contract	SSC	Assessment Number	#4
<b>Activity / Task</b>							
Description of task / process / environment being assessed	Stratford-sub-Castle Primary School						
Activities Involved	Testing primary schools and nurseries staff						
Who Might be affected	Employee ✓	Client ✓	Contractor ✓	Visitor ✓	Service User ✓		

Hazard Identification and evaluation								
No	Category	Hazards	Associated risks	Current Control/ Mitigation Measures	Risk Evaluation (post measures)			Additional control needed? Action No
					Probability	Severity	Risk	
1	LFD KITS SUPPLY and DISTRIBUTION	Stock Shortages (LFD kits)	Stock not ordered in time to replenish enough for the whole staff.	<b>Stock ordered when the school has one box (Large) remaining.</b>	1	4	4	<b>No</b>
2		Unavailable storage between 2-30 degrees C (LFD kits)	Extremely cold weather.	<b>Locked cupboard in main building. Satisfactory temperature control.</b>	1	4	4	<b>No</b>
3		LFD distribution management and tracking (LFD kits)	Kits not tracked and logged. Therefore, not traceable.	<b>Completion of standardised log by School Testing Programme Manager/ Coordinator.</b>	1	3	3	<b>No</b>
4		Safe distribution of kits (LFD kits)	Transmission around the school.	<b>System of kit distribution established through e-mails communicating safe procedures. Kits distributed to staff one at a time. No queues. Hand gel before/ after pick-up. Mask worn and staff to provide own pen. Q and A sheet provided as well as access to 'Platform' . Social distancing/ ventilation maintained by using corridor outside HT office.</b>	2	2	4	<b>No</b>
5		Timely re-distribution of kits before staff run out of them (LFD kits)	Staff run out of kits- must always have 2 tests available.	<b>System of communication established where staff alert School Testing Programme Manager/ Coordinator via e-mail when they get to 2 test kits.</b>	2	3	6	<b>No</b>
6	RESULTS REPORTING and RECORDING	Reporting of only positive results (LFD test reporting)	Staff aware of what to do with test results.	<b>Completion of standardised log by School Testing Programme Manager/ Coordinator. Test guides handed to each member of staff.</b>	2	2	4	<b>No</b>
7		Poor result reporting	Results are not accurate as not	<b>Monitoring and spot checks by School Testing Programme Manager/ Coordinator. Test guides handed to each member of staff.</b>	2	2	4	<b>No</b>

		compliance to schools (LFD test reporting)	being reported correctly. Increases possible risk of transmission.					
8		Reporting of incidents to school to help school identify emerging issues and escalate to DfE/DHSC (LFD test reporting)	Staff unaware of what to do when positive test occurs	<b>System of spot checks by School Testing Programme Manager/ Coordinator. Communication established via e-mail. Test guides handed to each member of staff.</b>  <b>Weekly reviews by School Testing Programme Manager/ Coordinator to establish emerging issues and refine/ adapt school protocols and procedures.</b>	2	3	6	No
9		Incident escalation protocols and feedback loop test (LFD reporting)	Staff unaware of what to do should problem occur.	<b>System of spot checks by School Testing Programme Manager/ Coordinator. Communication established via e-mail. Test guides handed to each member of staff.</b>	2	3	6	No
10	BUSINESS CONTINUITY	Managing business continuity with increase in number of cases and staff self-isolating (Asymptomatic testing impact)	School unable to remain open due to high number of staff self-isolating.	<b>Business Continuity Plans in place – see school website.</b>	2	3	6	No
11	COVID and OUTBREAK RESPONSE	Managing public health response with increase in number of cases and staff self-isolating (Asymptomatic testing impact)	Communication is not efficient and LA and Public Health protocols not followed.	<b>School Covid-19 Risk Assessment in place. Reviewed weekly. SLT have experience of liaising with Public health and managing communication with home/ school in crisis situation. Protocols established and used recently. See critical Management Plan.</b>	2	3	6	No
12	COMMS and ENGAGEMENT	Stakeholder management (communication and engagement) (Asymptomatic testing impact)	Poor communication causing confusion and increased risk of transmission.	<b>School has established communications with stake-holders. School Business Continuity documents and C19Risk Assessment. In place.</b>	2	2	4	No





















Control Improvements				
Action No	Recommended additional control measures	Responsibility	Target Date	Date completed
1	This risk assessment is monitored and updated regularly as part of the school and programme governance process.	School Testing Programme Manager/ Coordinator	30/05/21	16/04/21



2	Communication to all relevant staff, as necessary	School Testing Programme Manager/ Coordinator	30/05/21	16/04/21
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<b>Additional Notes</b>
16/04/21 – 2 test kits are allocated to staff in order to cover holiday periods as necessary.

**Personal Protective Equipment to be used (Insert ✓)**

																			
Air Fed Helmet	Face Visor	Goggles	Safety Glasses	Ear Defender	Safety Boots	Safety Shoes	Head Protection	Hair Net/Chef Hat	Overall	Hi-Viz	Apron/Tabard	White/Chef Coat/	Half Respirator	Respirator	Dust Mask	Fume/Vapour Mask	Harness/Lanyards	Rubber Gloves	Hand Protection
Other:	<b>Face masks worn by the School Testing Programme Manager/Co-ordinator and members of staff during distribution of test kits.</b>																		

## Risk Evaluation Key

		Consequence of event occurring (Severity)				
		Negligible	Minor	Moderate	Major	Critical
Likelihood of event occurring (Probability)	Almost Certain	Tolerable 5	Substantial 10	Intolerable 15	Intolerable 20	Intolerable 25
	Likely	Tolerable 4	Substantial 8	Intolerable 12	Intolerable 16	Intolerable 20
	Possible	Trivial 3	Tolerable 6	Substantial 9	Intolerable 12	Intolerable 15
	Unlikely	Trivial 2	Tolerable 4	Tolerable 6	Substantial 8	Substantial 10
	Rare	Trivial 1	Trivial 2	Trivial 3	Tolerable 4	Tolerable 5

Likelihood	
1	Rare, will probably never happen/recur
2	Unlikely, do not expect it to happen, but is possible
3	Possible, might happen
4	Likely, will probably happen
5	Almost Certain, will undoubtedly happen

Severity	
1	Negligible
2	Minor
3	Moderate
4	Major
5	Critical

#### Risk control strategies

**Intolerable** – stop activity, take immediate action to reduce the risk

**Substantial** - Take action within an agreed period

**Tolerable** – monitor the situation

**Trivial** – No action required

**Declaration** - If the above control measures are implemented the risks posed by the task / process / environment assessed will be controlled to be as low as is reasonably practicable.

Persons involved in assessment	Angela Britten (Chair of Governors)	
Signature of Lead Assessor	Kay Bridson	Date

**Reviews** – this assessment should be reviewed at intervals no greater than 12 months or when there are changes in operational procedure, personnel, the work environment or following an incident

Review date	Comments	Reviewed by	Signature

Review date	Comments	Reviewed by	Signature

**END**