**Overarching Guidance for all staff:**

In all education, childcare and social care settings, preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced. These include:

1. minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges
2. cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands and wrists are covered
3. ensuring good respiratory hygiene - promote the ‘catch it, bin it, kill it’ approach
4. cleaning frequently touched surfaces often using standard products, such as detergents and bleach
5. minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)

**Staff Principles**

1. Do not come to work if you have coronavirus symptoms or go home as soon as these develop (informing the head teacher) and access a test as soon as possible.
2. Clean your hands and wrists more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
3. Use the ‘catch it, bin it, kill it’ approach.
4. Avoid touching your mouth, nose and eyes.
5. Clean frequently touched surfaces often using standard products, such as detergents and bleach.
6. Think about ways to modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support (noting that it’s understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).
7. Consider avoiding calling pupils to the front of the class or going to their desk to check on their work if not necessary.
8. Help your class to follow the rules on hand cleaning, not touching their faces, ‘catch it, bin it, kill it’ etc. including by updating your classrooms displays with posters.
9. Prevent your class from sharing equipment and resources (like stationary).
10. Keep your classroom door and windows open if possible, for air flow.
11. Limit the number of children from your class using the toilet at any one time.
12. Limit your contact with other staff members, and don’t congregate in shared spaces, especially if they are small rooms.
13. Make sure you’ve read the school’s updated behaviour policy and know what role in it you’re being asked to take.

*Read the guidance on* [*implementing protective measures in education and childcare settings*](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings) *and agree how this will be implemented in your school, including agreeing on any necessary updated health and safety policy and risk assessments.*

**The recovery plan is being developed with all appropriate staff and governors and will involve all appropriate staff in its creation and updating. This will be continually updated in light on the relevant DFE guidance.**

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| **Staffing considerations / actions needed** |
| **Checklist** | **Before returning** | **On returning** | **Ongoing** | **Actions needed/ thoughts.** | **Completed** |
| Schools should follow and recheck the appropriate government Covid guidance and updates on all issues. |  |  |  | DFE guidance is checked daily. An email alert has been set up. New information will be shared in the Headteacher daily communication to all staff. Guidance after 4pm will be shared with SLT and updated in all planning. The dynamic risk assessment will be continually updated. | OngoingUpdated daily |
| Risk assessments carried out as required, all current risk assessments reviewed |  |  |  | COVID19 Secure Risk AssessmentClassroom Risk AssessmentVulnerable Staff Risk Assessment | 4th Jan |
| Governor involvement and agreement to the return plan secured |  |  |  | Shared with Chair and Vice ChairShared with full governing body  | 3rd Jan |
| Consultation and creation and review of this plan, procedures and staff responsibilities confirmed |  |  |  | To consult with SLTCommunication with all staff via email/ textConsultation meeting with staff remote | 4th Jan3rd Jan5th Jan |
| Ensure 1 to 1 strategic and wellbeing meetings are held with all staff. Make time for all staff to talk to senior leaders about their personal situation:* Thoughts on returning, fears, concerns about returning,
* what will be easy to accomplish, what will be hard,
* fatigue (Staff have continued to work),
* changes in circumstance, retirement, pregnancy, bereavement.
* additional worries about members of their family and friends.
* Remind them of any internal support plan/system that is in place
* Address / discuss ability to return to work.
 |  |  |  | Open doorTimetable 1:1 meetings with staff where requiredHallam Caring Service – Counsellor availableWellbeing PDM timetabled via Teams (SW)Staff to share personal circumstances and ask to advise when they have changes in circumstances.  | 11th Jan |
| *Consider options if necessary staffing levels can’t be maintained (including school leaders and key staff like designated safeguarding leads and first aid providers).* |  |  |  | Identify current staffing levels daily.If a staff member is ill and unable to attend work and current staffing levels cannot be maintained, then the bubble must close. Staff may cross bubbles for specific duties eg lunchtime supervision if an emergency. This should be kept to a minimum as per government guidance and only where absolutely necessary in any other circumstance.  | 4th JanOngoing |
| *Identify staff who can’t return to school at this point (for example, those who are extremely clinically vulnerable or those who are clinically vulnerable or living with someone who is extremely clinically vulnerable and stringent social distancing cannot be adhered to on site) and how they can work from home (for example, supporting remote education)* |  |  |  | Identify current staffing levels re Union advice  | 4th Jan |
| *Agree any flexible working arrangements needed to support any changes to your usual patterns (for example, staggered start/end times)* |  |  |  | Two entrances onto school site– maximise the areas the children can enter the site. SLT to sign in children at the gate and sanitise all hands |  |
| *Put in place measures to check on staff wellbeing (including for leaders).* |  |  |  | Weekly check by HT on all staff |  |
| Wellbeing of Headteacher addressed with governors. |  |  |  |  |  |
| Decide content and timing of staff communication(s) including if bringing staff in in advance of pupils returning is necessary. |  |  |  | Keep weekly emails to all staff and governors updated |  |
| Confirm staff meeting arrangements |  |  |  | All staff meetings/ meetings to be held via teams/ zoom |  |
| Confirm systems arrangements (see section below on systems/routines |  |  |  | Identify what is taking place and discuss with SLT 4th Jan  |  |
| Agree staff workload expectations (including for leaders). |  |  |  | PPA time to be co-ordinated within bubble |  |
| *Decide what staff training (either delivered remotely or in school) is needed to implement any changes the school plans to make (for example, risk management, curriculum, behaviour, safeguarding).* |  |  |  | Organise timetable for staff and agreed ways of working |  |
| *Agree ongoing learning offer for eligible pupils who can’t attend school, as well as offer for those that continue to be out of school.* |  |  |  | Use combination of weekly email includes links like Oak academy and Bite size for Rec - Y6 in the case of self-isolation issue, Home learning pack and Zoom lessonsBubble closure work provided by school as per remote learning offer.  |  |
| *Agree ongoing approach for learning offer for vulnerable children*  |  |  |  | Support families through regular phone calls  |  |
| Curriculum planning expectations clear |  |  |  | Agreed |  |
| Assessment arrangements confirmed |  |  |  | Assessment data inputted as per plan |  |
| School strategy on catch up agreed, confirming what to do with missed topics of study |  |  |  |  |  |
| Reception assessment information required confirmed via LA. |  |  |  |  |  |
| Monitoring and appraisal arrangements confirmed  |  |  |  |  |  |
| Report writing arrangements |  |  |  | Still under consideration |  |
| Year 6 transition |  |  |  | Still under consideration  |  |
| Attendance procedures (no fines) |  |  |  |  |  |
| Arrangements for home learning for those not in school. |  |  |  | See plans |  |
| Office staff roles and expectations confirmed |  |  |  |  |  |
| Maintenance, Kitchen and MDA staff roles and expectations confirmed. |  |  |  |  |  |
| *Work with your catering supplier to ensure meals are available for all children in school. Also, consider your arrangements for those year groups still out of school and eligible for benefits related free school meals* |  |  |  |  |  |
| *Agree approach to any scheduled or ongoing building works.* |  |  |  |  |  |
| Staffing recruitment systems and strategy.  |  |  |  |  |  |
| Ensure you have considered the impact on staff and pupils with protected characteristics, including race and disability, in developing your approach. |  |  |  |  |  |

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| **Routines and systems – whole school** |
| **Checklist:** | **Before returning** | **On returning** | **Ongoing** | **Actions needed/ thoughts.** | **Completed** |
| *Decide the physical and organisational structures needed to limit risks and limit movement around the building(s) (for example, classroom layouts, entry and exit points, staggered starts and break times, class sizes, lunch queues, use of communal staff areas). Agree how safety measures and messages will be implemented and displayed around school.* |  |  |  | Designated tables to avoid bubble contamination at lunchtimes.One way system more clearly defined to reinforce. All staff to wear masks/ visors when working close/ shared areas.Visors/masks ordered for staff  |  |
| Confirm phased (or not) re-entry of different year groups-. |  |  |  |  |  |
| Guidance for parents on approaching school, roads, one-way systems, walking. |  |  |  | Communication reiterated via email | 3rd Jan |
| Hygiene and washing arrangements:* Pupils
* Staff
* Buildings
* equipment
 |  |  |  | Extra handwashing as Autumn termEnhanced cleaning weekly of used areas- NH to organise, extra time daily as no gate duties |  |
| Systems for staffing when ratios are likely to be compromised due to staff absence. |  |  |  | SLT – organise a contingency plan  | 4th Jan |
| Plan the school level response should someone fall ill on site (in line with relevant government guidance). |  |  |  | Clear and explicit plan – following government guidance  |  |
| Systems for when pupils display symptoms in school |  |  |  | See plan |  |
| Systems for when staff display symptoms in school |  |  |  | See plan |  |
| Systems / process for staff working in more than one classroom. |  |  |  | See plan |  |
| Systems for SEND pupils. |  |  |  | SENCO coordinating needs with classteachers |  |
| *Work with your local authority or trust (and where applicable NHS Clinical Commissioning Group) and families to identify what provision can be reasonably provided for in line with education, health and care (EHC) plans* |  |  |  | EHCP risk assessment |  |
| System for identification and monitoring of all identified vulnerable groups. |  |  |  | Zoom calls Monday to Thursday. Phone calls to be ongoing to those vulnerable children we do not see.  |  |
| Review Safeguarding policy and causing concern meetings and communications reconfirm and adjust.Consider domestic abuse, online abuse, online bullying, bereavement, disclosure. |  |  |  |  |  |
| *Make arrangements for the very small number of cases where personal protective equipment (PPE) supplies will be needed: if your staff provide intimate care for any children or young people and for cases where a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home* |  |  |  |  |  |
| Systems for any pupils requiring different treatment. |  |  |  |  |  |
| *Agree what returning support is available for vulnerable and/or disadvantaged children (including any dual-registered students) and put in place provision for the return of pupils with special educational needs and disabilities (SEND) in conjunction with families and other agencies and engage with partners who will help to provide that support, for example, local authorities.* |  |  |  | Some in school.Via ZoomAdditional phone calls |  |
| *Agree what safeguarding provision is needed in school to support returning children (e.g. where new issues have arisen, or existing ones escalated) and consider any necessary changes and referrals as more children return to school, including those with problems accessing online offers. Check for revised protocols from your local authority and update safeguarding policy if necessary* |  |  |  | Safeguarding advice checked daily |  |
| Treatment of first aid issues in pupils |  |  |  | First aid kits in each area |  |
| Treatment of first aid issues in staff |  |  |  | First aid kits in each area |  |
| Communication with parents initiated by parents |  |  |  | **Parents are not allowed in the building.**  |  |
| *Update behaviour policies to reflect the new rules and routines necessary to reduce risk in your setting and agree how to communicate this to school staff, students and parents and review uniform expectations* |  |  |  |  |  |
| *Plan likely mental health, pastoral or wider wellbeing support for children returning to school (for example, bereavement support) and discuss with your local authority what wider support services are available. Work with your local authority to secure services for additional support and early help where possible (for example, around anxiety, mental health, behaviour, social care, or changes to mobility), and consider how these might apply to pupils and students who were not previously affected.* |  |  |  |  |  |
| Confirm arrangements for individual children to share concerns and worries with staff privately |  |  |  | Daily zoom classrooms, phone school/email teacher  |  |
| Uniform policy re-confirmed (some pupils will have grown; some will not be able to afford new) |  |  |  | Children and staff able to wear additional layers non uniform or work wear because of cold weather. Use of outdoor P.E kit on some days |  |
| Assemblies |  |  |  | Via Ten Ten |  |
| Swimming |  |  |  | Not taking place |  |
| Movement around school |  |  |  | Routines shared and checked |  |
| *Decide what an enhanced cleaning schedule looks like and how it will be implemented in your school (for example, how often, when/if an additional clean is necessary) and how you will ensure sufficiency of supplies.* |  |  |  | To be discussed by SLT 4th Jan To be discussed with NH 5th Jan  |  |
| *Decide the approach to enhance hygiene (for example, toilet use, hand washing) and decide on policy related to usually shared items (for example, books, toys, practical equipment)* |  |  |  | As per Autumn term  |  |
| Toilets, cleaning and use rotas and routines. |  |  |  | As per Autumn term |  |
| *Plan arrangements with your suppliers and check they are following appropriate social distancing and hygiene measures (for example, food suppliers, grounds maintenance, transport providers), including when in school.* |  |  |  | As per Autumn term |  |
| System for school visitors,* parents,
* professional visitors
* LA visitors
* Others
 |  |  |  | **No visitors in school unless absolutely necessary.****All communication via email / teams/ Zoom** |  |
| Class teachers consulted on additional systems needed for school, their classroom. |  |  |  |  |  |

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| **Routines and systems – individual classes** |
| **Checklist:** | **Before returning** | **On returning** | **Ongoing** | **Actions needed/ thoughts.** | **Completed** |
| *Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your local authority on your plans* |  |  |  | As per autumn term |  |
| Entering school timings, parent drop off, parent communication, pupils who are late, staffing on entry points or not. |  |  |  | As per autumn term |  |
| Home times, timings, parent pick up, parent communication, parents who are late, staffing on exit points, communication with teachers |  |  |  | As per autumn term |  |
| *Plan to resume taking attendance registers and continuing to complete the online educational setting status form to provide daily updates on how many children and staff are in school* |  |  |  | As per autumn term |  |
| Bubbling classes so they don’t mix with other classes |  |  |  | As per autumn term |  |
| Classroom Entry, coats, lunchboxes, bags, toilet, hygiene and hand washing, evacuation procedures, books and storage, laptop use and sharing, reading books. |  |  |  | As per autumn term |  |
| Lunchtime (seating, storage of lunchboxes etc) |  |  |  | As per autumn term + designated clear areas |  |
| *Agree what learning is appropriate (including the relationship between face-to-face and remote education), for example, identify curriculum priorities, agree revised expectations and required adjustments in practical lessons, and any approaches to ‘catch up’ support* |  |  |  | As per autumn term |  |
| Reading arrangements confirmed, in school and at home. |  |  |  | Reading books to be sent home- quarantined in class / Move to Oxford online free books |  |
| Setting arrangements confirmed e.g. phonics, reading plus any other school specific arrangements for resetting as appropriate  |  |  |  | As per autumn term |  |
| Playtimes and equipment |  |  |  | As per autumn term |  |
| PE and changing |  |  |  | **Children to be allowed to wear PE clothing on PE days, class teacher to direct** |  |

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| **Parents** |
| **Checklist** | **Before returning** | **On returning** | **Ongoing** | **Actions needed/ thoughts.** | **Completed** |
| Confirm system for updating parents on a regular basis, newsletter, emails, twitter etc |  |  |  | As per autumn term |  |
| Update parents on all systems appropriate to your school from the systems check list |  |  |  | As per autumn term | 4th Jan |
| *Plan content and timing of communications to parents and pupils (including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils, for example, arrangements for drop-off/collection).* |  |  |  | Staff meeting to discuss communication  | 4th Jan5th Jan  |

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|  **Pupils** |
| **Checklist** | **Before returning** | **On returning** | **Ongoing** | **Actions needed/ thoughts.as** | **Completed** |
| Confirm expectations |  |  |  | As per autumn term  | 4th Jan |
| Discuss shared concerns |  |  |  | As per autumn term | 4th Jan |
| Discuss routines systems |  |  |  | As per autumn term | 4th Jan |

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| **Aspect** | **Measures to Implement**  | **DfE Guidance** | **Notes** | **Risk** |
| **Staffing including communication** | * Coaching session to look at anxiety and stress levels to support staff in returning to school. SW
* Individual support packages and interventions for staff. (Hallam Caring Service)
* Home working where possible.
* Admin teams: Normal working in office. Limit contact with other adults.
* Lateral Flow testing 29th January\*\*\*
 | * talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful
 |  | H |
| **Staffing Rotas** | * Staff assigned to different cohorts of pupils to remain the same.
 | Keep cohorts together where possible and:* ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days
* ensure that the same teacher(s) and other staff are assigned to each group and, **as far as possible, these stay the same during the day and on subsequent days**, recognising for secondary and college settings there will be some subject specialist rotation of staff.
 | Supervision during toilet needs- therefore TA in each class | M |
| **Pupils** | Vulnerable pupils should attend school. For all purpose vulnerable pupils are defined as those who:* 1. are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child
	2. have an education, health and care (EHCP) plan whose needs cannot be met safely in the home environment
	3. have been assessed as otherwise vulnerable by educational providers or local authorities (including children’s social care services), and who are therefore in need of continued education provision - this might include children on the edge of receiving support from children’s social care services, adopted children, or those who are young carers, and others at the provider and local authority discretion.
 | As part of the response to coronavirus (COVID-19), educational settings have been asked to continue to provide care for a limited number of children and young people:* those who are vulnerable
* those whose parents/carers are critical to the coronavirus (COVID-19) response.

The government encourages vulnerable children and young people to attend educational settings unless they have underlying health conditions that put them at severe risk.During the coronavirus (COVID-19) outbreak, for the purposes of continued attendance at educational settings, vulnerable children and young people are defined as those who:* are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child
* have an education, health and care (EHC) plan whose needs cannot be met safely in the home environment
* have been assessed as otherwise vulnerable by educational providers or local authorities (including children’s social care services), and who are therefore in need of continued education provision - this might include children on the edge of receiving support from children’s social care services, adopted children, or those who are young carers, and others at the provider and local authority discretion

Children and young people who are considered [extremely clinically vulnerable and shielding](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19) should continue to shield and should not be expected to attend.Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. A minority of children will fall into this category, and parents should follow medical advice if their child is in this category.Children and young people who live in a household with someone who is [extremely clinically vulnerable and shielding](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19) should only attend if stringent social distancing can be adhered to and the child or young person is able to understand and follow those instructions.Children and young people who live with someone who is clinically vulnerable (but not extremely clinically vulnerable) as defined in the [social distancing guidance](https://www.gov.uk/government/publications/full-guidance-on-staying-at-home-and-away-from-others/full-guidance-on-staying-at-home-and-away-from-others) and including those who are pregnant, can attend. |  | H |
| **Behaviour Policy** | * Children who do not follow strict rules will be given two warnings. If they continue to disobey the strict rules on social distancing and or hygiene routines, then the leadership team may ring parents and that pupil may be sent home.
* Children are not to be inside the building alone during lunch time or dinner unless they have requested the toilet.
* See appendix to the behaviour policy due to COVID19
 | In light of the need for children to behave differently when they return to school, and any new systems you have put in place to support that, you’ll need to make changes to your behaviour policy. Behaviour policy changes will also need to be communicated to pupils, parents and staff.Areas schools may wish to add to their behaviour policy are:* following any altered routines for arrival or departure
* following school instructions on hygiene, such as handwashing and sanitising
* following instructions on who pupils can socialise with at school
* moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
* expectations about sneezing, coughing, tissues and disposal (‘catch it, bin it, kill it’) and avoiding touching your mouth, nose and eyes with hands
* tell an adult if you are experiencing symptoms of coronavirus
* rules about sharing any equipment or other items including drinking bottles
* amended expectations about breaks or play times, including where children may or may not play
* use of toilets
* clear rules about coughing or spitting at or towards any other person
* clear rules for pupils at home about conduct in relation to remote education
* rewards and sanction system where appropriate

Identify any reasonable adjustments that need to be made for students with more challenging behaviour. |  | M |
| **Actions*** **Bring in water bottles and book bags only**
* **No additional bags to be brought in.**
* **All PE bags to go home and stay home**
* **PE clothes to be worn on PE days as directed by teacher**
 |  |
| **PPE** | * **Teachers to wear a facial covering when in close contact with pupils.**
* **Teacher should not wear gloves unless directed to do so in medical emergencies.**
* Staff to have training about safe removal and application of PPE masks and other equipment. Information given about how to store masks when not in use.
* Continence issues and soiling should not be dealt with by staff. Parent should be rung immediately, and children sent home.
 | * Wearing a face covering or face mask in schools or other education settings is not recommended. Face coverings may be beneficial for short periods indoors where there is a risk of close social contact with people you do not usually meet and where social distancing and other measures cannot be maintained, for example on public transport or in some shops. This does not apply to schools or other education settings. Schools and other education or childcare settings should therefore not require staff, children and learners to wear face coverings. Changing habits, cleaning and hygiene are effective measures in controlling the spread of the virus. Face coverings (or any form of medical mask where instructed to be used for specific clinical reasons) should not be worn in any circumstance by those who may not be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission.
* The majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including:
* children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way
* if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A 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 gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn
 | **Doctor explained that transmission rates for children under Year 5 were lower and therefore a facial covering was not needed. Also, that younger children do not have the discipline to comply. Reception pupils a third less likely to contract the virus and no evidence of primary pupils giving it to adults.**  | **H** |
| **Actions*** **Face masks and visors have been ordered for staff disposable**
* **Staff can use their own if preferred.**
 |  |
| **Class Size and Groups** | * **Social distancing applies with desks and movement around the building at all times.**
* **Staff ratios remain.**
* **Groups should remain apart from each other for the entire day.**
 | * Desks should be spaced as far apart as possible.
 |  | **M** |
| **Actions*** **Keep ventilation high**
 |  |
| **‘Classroom Bubbles’** | * Children should not mix with other classes
* Teachers should not mix with other classes and should be timetabled to be together with a class as much as is possible.
* Playtimes and lunch times should be with designated midday supervisor.
* Midday to take over for the hour.
 | **Keep cohorts together where possible and:*** **ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days**
* **ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days, recognising for secondary and college settings there will be some subject specialist rotation of staff**
* **ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days**
 | Collection and drop off points need to be carefully considered. | M |
| **Actions*** **Use the walkways designated**
 |  |
| **Physical Building** | * Channels for the teacher to be created behind the desks for teachers to move
* Door closers to be removed and doors to be wedged open at all times including toilet doors (exceptions infant, staff and disabled).
* Children discouraged from bringing anything from home that is unnecessary. Only a water bottle, book bag, hand sanitiser and coat will be required with a lunch box if necessary. No rucksacks
* Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.
* Classroom spaces should be accessed from a singular entrance and preferably, directly from outside if possible.
* One-way circulation to be implemented for corridors.- clearly marked
* Wedges to be used to keep doors open.

**EYFS*** Remove all non-essential objects.
* Ensure physical spaces allows for pupils to sit on carpet as far apart as possible.

**Isolation Room- Meeting Room** **To be deep clean when used****Outdoor Space*** **different areas for each class.**
* Where lessons and weather permit, learning is to take place outside, teachers should use outdoor education wherever possible.
* Outdoor equipment, however, should not be used unless sufficient cleaning of the equipment can be completed after any activity.

**Signage*** Consider signage for movement around external building for parents
* Use cones on floor to demarcate areas and walkways.
* Create hand sanitiser station posters and ensure toilets have washing hands posters.
 | * Desks should be spaced as far apart as possible.
* Ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days
* for exercise and breaks
* for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff
* although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read [COVID-19: cleaning of non-healthcare settings](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings)
 | 2m perimeter from front back and side of desk  | M |
| **Teaching, Learning and Curriculum** | * All books to stay on desks in front of the child with their other equipment.
 | refresh the timetable:* decide which lessons or activities will be delivered
* consider which lessons or classroom activities could take place outdoors
 | Expectations on staff feedback should be minimal due to current situation.  | L |
| **Actions*** **SLT will be consider the curriculum offer**
 |  |
| **Social Distancing** | * Physical contact such as handshakes and hugs should be avoided between educational staff
* Staff, pupils and adults on site should endeavour to stay 2m apart.
* Strict adherence to this policy will be monitored.
 |  |  | M |
| **Timetable for Day** | * Class groups should have staggered break times and lunch times as per autumn term or designated areas

* Children to stay in designated zones outsides.
* Lunch times- LG to monitor as per autumn erm
 | Reduce mixing within education or childcare setting by:* staggering break access to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time
* staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms
 |  | M |
| **Lunchtimes** | * Children are not to access the building during lunch time unless for toileting and only then, if it can be assured, that they will be with children from their own bubble.

One midday per group to stay with them for their entire lunch time and manage inside and then outside with them.Children not to be sent inside for first aid incidents, instead middays to text for a first aider to come to a designated point on the playground.  | * staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms
 |  | M |
| **Movement- Children** | * Staff to show pupils movement around building.
* Classroom spaces to have teacher only zones.
* Classrooms to have channels for teachers to move around
 | * accessing rooms directly from outside where possible
* considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors
 |  | L |
| **Movement- Staff** | * Teachers can sit together in staffroom (max occ. 6 people at one time)
* **Teacher should stay in their designated areas as much as possible without mixing bubble**
 | * stagger the use of staff rooms and offices to limit occupancy
 | Thrive room for KS1 staff  | L |
| **Movement- Parents** | * Parents should not enter the school building under any circumstances.
* Markings on the floor for one way only around the school for drop offs and pickups.
* Only one parent should drop off and collect children.
* Spots – for children to stand on and wait that are 2m apart.
* No go zone for teachers to stand in and release pupils
* Designated gates
 | * encouraging parents and children and young people to walk or cycle to their education setting where possible
 | Pictures and walk through | L |
| **Working Hours** | * Staff should only enter the school site between 7am and 6pm
* Caretaker 6 am
 |  |  | L |
| **Premises checks**  | **Cold water systems - including tanks, sinks/basins/showers and drinking water outlets (taps and water fountains)*** Increase frequency of outlet flushing and temperature monitoring to maintain water quality within the entire system. If required, consider additional water quality testing at water outlets (closest and further from the main water source) and drinking water outlets that remain in use.

**Domestic hot water services – including calorifiers/direct fired water heaters/ sinks/ basins/ showers*** Hot water generation servicing to continue in line with manufacturers’ criteria.
* Water temperatures must be kept within limits recommended for the control of legionella bacteria in water systems.
* Regularly check hot water generation for functionality and if required, temperature recording
* If the hot water system has been left operational the hot water should be circulating as normal and regular checks, in line with guidance, should be carried out.

**Gas safety** * Do not isolate gas supplies to boilers and hot water generation
* To avoid the risk of leaks and dangerous build-up of gases, isolate gas supplies where not in use, e.g. science labs and prep rooms, design and food technology classrooms, and school kitchens. Otherwise, gas services should remain in normal operation.
* Continue planned gas safety checks including gas detection/interlocking Fire safety
* Review and if necessary, update fire management plans and ensure any changes to fire escape routes are clearly identified and communicated.
* Carry out weekly checks of alarms systems, call points, and emergency lighting.
* Carry out regular hazard spotting to identify escape route obstructions.
* Check that all fire doors are operational. Fire drills should continue to be held as normal.

**Kitchen equipment Equipment that holds water, for example dishwashers and combination ovens*** Run through at least a full cleaning cycle per week, to remove scale build up and standing water build up, to pre-empt possible bacteria growth.

**Security*** All areas of the school should be kept secure.
* Access to certain closed areas should only be possible by relevant staff – for example science laboratories, chemical stores and IT rooms.
* Check that access control and lockdown systems are operational.

**Ventilation*** All systems to remain energised in normal operating mode.
* Where mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air. If mechanical ventilation systems cannot be adjusted to full fresh air these should be switched off.
* Where possible, occupied room windows should be open.
* Ventilation to chemical stores should remain operational.

**Other points to consider** * Core building-related electrical systems, including internal and external lighting, small power, CCTV, access control and alarm systems (fire, intruder, panic and accessible toilets) to remain in use/energised in normal operating mode.
* For drainage systems, check traps have not dried out and ensure water seals are in place to prevent smells within the building e.g. hygiene rooms, sports hall showers etc.
* Update your keyholder information.
* Intruder alarm / lift/ fire alarm companies often have remote monitoring stations (response centres) – follow advice from these providers.
* Continue carrying out thorough examination and testing of lifting and pressure equipment during the coronavirus outbreak following updated HSE guidance: <https://www.hse.gov.uk/news/work-equipment-coronavirus.htm>
 | * During partial or full closure, educational settings continue to be responsible for a range of health and safety measures and statutory compliance. See DfE Good Estate Management for Schools Health and Safety page - <https://www.gov.uk/guidance/good-estate-management-for-schools/health-and-safety>

For reference, use the Approved Code of Practice & HSG 274 for hot water. |  | M |
| **Toilet facilities** | * Pupils should only enter two at a time into toilets and stand at least 2metres apart when washing their hands.
* Different classroom bubble pupils do not mix in the toilets.
* Door wedges to keep the doors semi open to ensure privacy but keep ventilation.
* Caretaker and cleaner to check soap supply is adequate
 | * ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time
 |  | H |
| **First Aid** | * PPE should be worn (gloves and masks) when dealing with a first aid incident.
* Individual teachers / middays (with first aid training) should administer basic first aid in the first instance.
* Serious injuries should be seen by a fully trained first aider.
* Vomit is required to be cleaned up as soon after incident as possible (PPE to be worn). Children to wait outside their classroom door for parents.
* Middays to attend an outside incident after moving child to a designated space on the field, not send the child in.
 |  |  | H |
| **Cleaning** | **Cleaning*** Toilets will be sprayed by a member of staff during the lunch period and after break with suitable cleaning detergent.
* Tables and contact points must be cleaned regularly.
* Equipment that has been used (and that can be cleaned) should be identified by the teacher at the end of the day to the cleaner (message on whiteboard) so that those objects can be disinfected.
* No toys can be brought from home.
* Resources that cannot be cleaned according to the instructions must be packed away until after the CO-VID-19 epidemic is over.
* Ipads should be wiped several times daily and between use. If possible, avoid children sharing ipads . Teachers to bring to charger station in ICT when required.
* Contact points should be cleaned by cleaner at least once daily, including taps, toilet flushes, toilet seats, table surfaces, door handles, handrails, armrests, light switches etc. However, staff will be required to clean surfaces and touch points when used.
* Bins must be emptied before they are full and at least once daily.
* Bleach to be used to clean items which cannot be done with soap which then is removed by water into a sink.
* Communication from teacher to cleaner should be left on the whiteboard in the classroom area at the end of each day.

**Classrooms*** **Reception:** Malleable resources, such as play dough, should not be shared and consideration should be given to their safe use, depending on circumstances.
* **Reception:** Resources for activities such as painting, sticking, cutting, small world play, indoor and outdoor construction activities should be washed before and after use (more detailed guidance on this will be included in the guide for early years providers) and where possible, children should be discouraged from sharing these.
* **Reception:** Children should be taught to wash their hands frequently, but particularly after using wheeled bikes, trikes and other large, movable toys. Children should be encouraged where possible not to touch their faces or to put objects in their mouths. Sharing stories, singing and playing outdoor games will help all children to socialise and resettle into familiar everyday classroom routines.
* **Infants and Juniors:** Desks should be wiped regularly.
* **Infants and Juniors:** Teachers should have a spray bottle and clothe (disposable)
* Any objects the children touch should be disinfected once use has finished.
 | * discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this
* follow the [COVID-19: cleaning of non-healthcare settings guidance](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings)
* ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments
* clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal
 | Maximum time staff can stay to 5pmCOSHH rules regarding bleach | H |
| **Actions*** **Ensure supply chains for cleaning products**
 |  |
| **Communication to children** | * Vulnerable children call once a month
 | * noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules)
* tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the [COVID-19: guidance for households with possible coronavirus infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance))
 |  | L |
| **Communication to and from Parents** | * Essential correspondence sent out via email
* Any forms or messages from parents should be emailed to the school office
* Communicate methods of entry and exit to the school grounds.
 | * tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend
* tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)
* make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)
* also think about engaging parents and children in education resources such as [e-bug](https://www.e-bug.eu/) and [PHE schools resources](https://campaignresources.phe.gov.uk/schools)
 |  | M |
| **Procedures for medical care, isolation and confirmed cases** | * Isolate with compassion if symptoms are apparent.
* Parents to be called and children to be sent home as soon as possible if they develop symptoms and then will need to isolate with their household members for 10 days.
* All staff who display symptoms should access a test provided by the appropriate health care professional.
* If a children or staff member tests negative, they can return to their setting and end the self-isolation of their household.
* If any children or staff test positive, the rest of their class and group should be sent home and advised to isolate for 10 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group, subsequently develops symptoms.
* Use the meeting room where necessary for the isolation of pupils.
 | * The government is developing a new national test and trace programme. This will bring together an app, expanded web and phone-based contact tracing, and swab testing for those with potential coronavirus symptoms. This programme will play an important role in helping to minimise the spread of coronavirus in the future. It will also include more traditional methods of contact tracing if a child, young person or parent tests positive. This could include, for example, direct discussion with parents and schools or colleges on recent contacts. The government is recruiting 18,000 contact tracers to support contact tracing and will recruit more if needed. They will play an important part in tracing the contacts of those with coronavirus, including children.
* If anyone becomes unwell with a new, continuous cough or a high temperature in an education or childcare setting, they must be sent home and advised to follow the [COVID-19: guidance for households with possible coronavirus infection guidance](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance).
* If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.
 |  | H |
| **Shielding and clinically vulnerable children and adults.** | * Clinically extremely vulnerable pupils with pre-existing medical conditions should not enter school and should remain at home.
* Clinically extremely vulnerable individuals are advised not to work outside the home. We are strongly advising staff (those with serious underlying health conditions which put them at very high risk of severe illness from coronavirus and have been advised by their clinician or through a letter) to rigorously follow shielding measures in order to keep themselves safe. Staff in this position should remain at home.
* Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the [Staying at home and away from others (social distancing) guidance](https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people) have been advised to take extra care in observing social distancing and should work from home where possible.
* If a child, young person or a member of staff lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, they can attend their education or childcare setting.
 | * For the vast majority of children and young people, coronavirus is a mild illness. Children and young people (0 to 18 years of age) who have been [classed as clinically extremely vulnerable due to pre-existing medical conditions](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/covid-19-guidance-on-protecting-people-most-likely-to-get-unwell-from-coronavirus-shielding-young-peoples-version) have been advised to shield. We do not expect these children to be attending school or college, and they should continue to be supported at home as much as possible. Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. A small minority of children will fall into this category, and parents should follow medical advice if their child is in this category.
* Clinically extremely vulnerable individuals are advised not to work outside the home. We are strongly advising people, including education staff, who are clinically extremely vulnerable (those with serious underlying health conditions which put them at very high risk of severe illness from coronavirus and have been advised by their clinician or through a letter) to rigorously follow shielding measures in order to keep themselves safe. Staff in this position are advised not to attend work. Read [COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19) for more advice.
* Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the [Staying at home and away from others (social distancing) guidance](https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people) have been advised to take extra care in observing social distancing and should work from home where possible. Education and childcare settings should endeavour to support this, for example by asking staff to support remote education, carry out lesson planning or other roles which can be done from home. If clinically vulnerable (but not clinically extremely vulnerable) individuals cannot work from home, they should be offered the safest available on-site roles, staying 2 metres away from others wherever possible, although the individual may choose to take on a role that does not allow for this distance if they prefer to do so. If they have to spend time within 2 metres of other people, settings must carefully assess and discuss with them whether this involves an acceptable level of risk.
 |  | M |
| **Visitors** | * **Any visitors who are not critical to teaching individual class groups should not enter the school building.**
* **Parents should not enter the school building under any circumstances. Any communication should be done via email, telephone or conference call.**
 |  |  | L |