

Lowton West Primary School

Full re-opening of school in September Risk Assessment/Action Plan

At Lowton West, we want to be able to get children back into education as soon possible. This can only be done once we are assured that educational settings are as safe as they possibly can be for children and staff. We will work with Local Authorities, school staff and unions to support our schools in working towards, and planning for, a safe re-opening of school for children, families and staff.

Our school will:

- Follow the latest government guidance
- Work alongside Wigan LA H&S Department to ensure that risk assessments are carried out fully and used to create safe working environments for staff and pupils.
- Use the risk assessments to **plan** what measures need to be put in place to ensure safety of pupils, staff and families.
- Engage fully with staff, unions and Governors to ensure that all are consulted about the risk assessments and have contributed to the planning.
- Monitor and review the risk assessments on a Daily and weekly basis – making adjustments where necessary to further improve the systems within school.

Hazards	Risk	Actions/Control Measures	Who?
<p>1. Prevention: Minimise contact between individuals and maintain social distancing wherever possible</p>	<p>M</p>	<p>1.1 Children will remain in their year group bubbles (60 pupils per bubble).</p> <p>1.2 Implement government guidance – limiting mixing of bubbles through limited staff and limited movement around school</p> <p>1.3 Plan lunchtime supervision/ PPA</p> <p>1.4 Record which staff and pupils mix in bubbles/ visitors to school (who they work with)/ PPA staff covering classes (record via PPA timetable)/ midday staff covering (record any changes to the lunchtime plan).</p> <p>1.5 The overarching principle we will apply will be reducing the number of contacts between children and staff. This will be achieved through keeping groups separate (in ‘bubbles’) and through maintaining distance between individuals. These are not alternative options and both measures will help.</p> <p>1.7 How we will group children:</p> <p>The consistent groups (bubbles) will help reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. They have been used in schools in the summer term in recognition that children, and especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure. Maintaining distinct groups or ‘bubbles’ that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible.</p> <p>1.8 In the government guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the</p>	<p>All staff, Govs, visitors to school, supply staff</p> <p>Cleaning staff (ISS) Kitchen staff (Metrofresh)</p>

		<p>prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups. This is why, we will have year group size bubbles of 60 children, trying also to limit the bubbles to two classes of 30 pupils wherever possible.</p> <p>1.9 The bubbles will be kept apart from other groups <u>where possible</u> and all children, particularly the older pupils, will be encouraged to keep their distance within groups.</p> <p>1.10 We will take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group (in line with government guidance).</p> <p>1.11 School understands the approaches of separating groups and maintaining distance are not 'all-or-nothing' options, and will still bring benefits even if implemented partially. As a school, we will keep children in their class groups for the majority of the classroom time, but we will also allow mixing into wider groups for specialist teaching (e.g. phonics; EYFS), wraparound care and transport. Siblings will be in different groups. We will endeavour to keep the same person entering the bubble for PPA cover and the PPA staff will be asked to social distance in the few bubbles that they cover.</p> <p>1.12 As a school we understand that, in line with government guidance, teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. We will limit this movement wherever possible. However, this may be the case for some midday cover supervision and PPA cover. Where staff need to move between classes and year groups, they will try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, we recognise this is not likely to be possible with younger children and, in line with government guidance, we understand that teachers in primary schools can still work across groups if that is needed to enable a full educational offer.</p>	
<p>2 Prevention: Measures within the classroom</p> <p>Prevention: Measures elsewhere</p> <p>Prevention: Measures for arriving at and leaving school</p>	<p>M</p>	<p>2.1 Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but all staff will aim to do this. In particular, all staff must avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, this will not be possible for staff working with pupils who have complex needs or who</p>	<p>All staff, governors, pupils, visitors to school</p>

<p>Prevention: Other considerations</p>	<p>need close contact care. In line with the government guidance, these pupils' educational and care support will be provided as normal.</p> <p>2.2 For children old enough, they will be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and may not be feasible if space does not allow. At Lowton West, we will adhere to this where we can as we understand that even doing this some of the time, will help.</p> <p>2.3 The school will make small adaptations to the classroom to support distancing where possible. This will include seating pupils side by side and facing forwards, rather than face to face or side on. Children will sit spaced out along rows of desks, facing the front (in line with the government guidance). Boxes of tissues to be placed in between two pupils so that they are easily accessible. Bins to be provided in all classrooms (lidded bins/ double bagged).</p> <p>2.4 Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group. Classes will have collective worship in class in order to keep movement around the school site to a minimum.</p> <p>2.5 While we understand that passing briefly in the corridor or playground is low risk, everything has been done to avoid creating busy corridors, entrances and exits. School has put into place staggered break times and lunch times (and has planned time for cleaning surfaces).</p> <p>2.6 The HT and DHT will also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of the staff room will be minimised.</p> <p>2.7 The school will operate adjusted and staggered starts and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times will not reduce the amount of overall teaching time.</p> <p>2.8 School will communicate staggered start and finish times to parents via a letter and will remind parents about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.</p> <p>2.9 Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and the SENCo will plan to meet these needs, for example using social stories.</p> <p>2.10 We are aware from the government guidance that supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as</p>	<p>All staff</p> <p>All staff, SBM</p> <p>All staff</p> <p>HT/ DHT</p> <p>Supply staff/ peripatetic staff</p>
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	<p>much distance as possible from other staff. This will be communicated to our supply staff who will be covering the PPA timetable.</p> <p>2.11 Specialists, therapists, clinicians and other support staff for pupils with SEND will provide interventions as usual. Schools will manage other visitors to the site, such as contractors, by providing them with a 'Summary of Processes for Visitors' prior to arrival and/ or by verbally explaining the guidance on physical distancing and hygiene.</p> <p>2.12 Where visits can happen outside of school hours, they should.</p> <p>2.13 A record should be kept of all visitors. Visitors will be asked to note down their name and contact telephone number in case there is an outbreak and they need to be contacted via trace and test.</p> <p>2.14 Where the school has a pupil who routinely attends more than one setting on a part time basis, for example, because they spend a day a week at an alternative provision setting or special school, Lowton West staff will work through the system of controls collaboratively, enabling both schools to address any risks identified and to allow both schools to jointly deliver a broad and balanced curriculum for the child. Risk assessments will be put into place and sent to Mike McCarthy for checking.</p> <p>2.15 For individual and very frequently used equipment, such as pencils and pens, staff and pupils will have their own items that are not shared. Every pupil will have their own named plastic wallet with their own pens, pencils, etc... Children are not allowed to bring their own pencil cases into school.</p> <p>2.16 Classroom based resources, such as books and games, will be used and shared within the bubble; these will be cleaned regularly, along with all frequently touched surfaces.</p> <p>2.17 Resources that are shared between classes or bubbles, such as sports, art and science equipment will be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <p>2.18 Outdoor playground equipment will be more frequently cleaned. This will also apply to resources used inside and outside by wraparound care providers.</p> <p>2.19 Pupils to limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, reading books and water bottles. Small bags will be allowed, but discouraged wherever possible.</p> <p>2.20 Pupils and teachers can take books and other shared resources home, although unnecessary sharing will be avoided, especially where this does not contribute to pupil education and development. Similar</p>	<p>HT/ School office staff</p> <p>School Office staff</p> <p>HT/ DHT</p> <p>All staff</p> <p>Staff in bubbles</p> <p>Staff in bubbles</p> <p>Staff in bubbles/ midday staff</p> <p>HT – letter to parents</p> <p>All staff</p>
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<p>3 Prevention: Enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach</p> <ul style="list-style-type: none"> • Managing increased workload • Safe disposal of equipment • Additional cleaning resources/products • Review of cleaning • Additional touch point cleaning daily 	M	<p>3.1 School Business Manager to review capacity for cleaning across school and procure additional hours/support if needed (to be kept under constant review)</p> <p>3.2 Clear guidance for ALL staff on disposal of equipment etc</p> <p>3.3 Additional equipment ordered eg hand sanitiser, PPE, tissues</p> <p>3.4 Meet with cleaning contractors to review cleaning arrangement and make any necessary changes - increase focus cleaning on touch points, toilets and tables</p> <p>3.5 Daily cleaning of classrooms (already in place)</p> <p>3.6 Preparations for deep cleans if necessary</p> <p>3.7 Handles/ other touch points to be cleaned at mid points during the day</p> <p>3.8 School has put into place a cleaning schedule that ensures cleaning is generally enhanced and includes:</p> <p>more frequent cleaning of rooms / shared areas that are used by different groups</p> <p>frequently touched surfaces being cleaned more often than normal</p> <p>3.9 different groups don't need to be allocated their own toilet blocks, but toilets will be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet</p> <p>3.10 An additional cleaner has been secured (providing 3 additional hours per day).</p>	<p>SBM/ HT</p> <p>Cleaning staff/ Caretaker (ISS)</p>
<p>4. Prevention: If a child becomes unwell in school</p>	M	<p>4.1 If a child becomes unwell and is awaiting collection, they should be moved to the hygiene room where they can be isolated behind a closed door (depending on the age and needs of the child). There should be appropriate adult supervision. The window should be opened for ventilation.</p>	All staff/ First Aiders/ Caretaker/ Cleaners

		<p>4.2 If there is more than one child who is unwell, and it is not possible to isolate them in the hygiene room, move them to an area which is at least 2 metres away from other people.</p> <p>4.3 If a pupils needs to go to the bathroom while waiting to be collected, they should use the disabled toilet. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>4.4 PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).</p> <p>4.5 As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.</p> <p>4.6 Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace.</p> <p>4.7 Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance.</p> <p>4.8 Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).</p>	
5 Prevention: Face coverings	L/M	<p>5.1 Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This government are keeping this evidence under review.</p> <p>5.2 When pupils and staff arrive in school using face coverings, they should not touch the front of their face covering during use or when removing them. They should wash their hands immediately upon arrival and dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</p>	<p>All staff</p> <p>HT inform parents - letter</p>
6. Prevention: Ensure good respiratory hygiene by promoting	L	<p>6.1 General reminders for respiratory hygiene; teaching and promoting the 'catch it, bin it, kill it' approach.</p>	<p>All staff</p>

<p>the 'catch it, bin it, kill it' approach</p>		<p>6.2 School will ensure that there are enough tissues and bins available in classes to support pupils and staff to follow this routine.</p> <p>6.3 As with hand cleaning, school will ensure that younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates.</p> <p>6.4 Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This will be considered in risk assessments in order to support these pupils and the staff working with them, and will not be a reason to deny these pupils face to face education.</p>	<p>SBM</p> <p>All staff</p> <p>HT/ SENCo (DHT)/ relevant staff members</p>
<p>7. Prevention: Minimising contact with individuals who are unwell</p>	<p>L</p>	<p>7.1 The HT will inform staff and parents that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.</p> <p>7.2 Pupils, staff and other adults must not come into the school if they have had coronavirus (COVID-19) symptoms, or have tested positive in the last 7 days, and if anyone developing those symptoms during the school day is sent home, essential actions will be taken to reduce the risk in school and further drive down transmission of coronavirus (COVID-19).</p> <p>7.3 If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</p>	<p>HT</p> <p>All staff</p> <p>All staff</p>
<p>8.Prevention: Clean hands thoroughly more often than usual</p> <p>Good personal hygiene Risk around ingestion</p>	<p>L/ M</p>	<p>8.1 Newsletter: inform parents of hygiene expectations and discuss with children.</p> <p>8.2 Compulsory handwashing / use of hand sanitiser before entering school; before and after eating; after breaks; after changing rooms (in line with government guidance)</p> <p>8.3 Classes to teach children hand washing techniques</p> <p>8.4 All pupils, particularly younger pupils and pupils with complex needs, must be supervised when using hand sanitiser to ensure that they do not put their hands into their mouths (given risks around ingestion). Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes may be used as an alternative.</p>	<p>HT</p> <p>All staff</p>

		<p>8.5 Staff will take time in the first few weeks to teach the importance of good hygiene and build these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them.</p> <p>8.6 Distribute key information posters for signage</p>	Office staff
<p>9. Response to any infection: Engage with the NHS Test and Trace process</p>	M	<p>9.1 School staff to ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team. School will ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> • book a test if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit • provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace • self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19) <p>9.2 Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p> <p>9.3 Staff have been made aware of this. Parents will be informed via letter.</p> <p>9.4 Staff and parents must inform school immediately in of the results of a test:</p> <ul style="list-style-type: none"> • if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating. • if someone tests positive, they should follow the ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ and must continue to self- 	All staff

		<p>isolate for at least 7 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 7-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.</p>	
<p>10. Response to Infection: Manage confirmed cases of coronavirus (COVID-19) amongst the school community</p>	<p>M/H</p>	<p>10.1 The school will take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). School will contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</p> <p>10.2 The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</p> <p>10.3 The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, school must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:</p> <ul style="list-style-type: none"> • direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) • proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual • travelling in a small vehicle, like a car, with an infected person <p>10.4 The health protection team will provide definitive advice on who must be sent home. To support them in doing so, the government recommends that schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups.</p> <p>At Lowton West, we will have a record of which staff and pupils work in each bubble; who the PPA cover is provided by; who the midday supervision is provided by. Staff must not visit other bubbles and should not have close contact with staff from other bubbles wherever possible.</p>	<p>HT/ DHT/ Office staff/ Senior leaders</p> <p>PHE</p> <p>HT/ DHT/ All staff/ Office staff</p>

		<p>10.5 A template letter will be provided to school, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless this is essential to protect others.</p> <p>10.6 Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’. They should get a test, and:</p> <ul style="list-style-type: none"> • if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days. • if the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ <p>In line with the government guidance, school will not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation. Further guidance is available on testing and tracing for coronavirus (COVID-19).</p>	
<p>11. Response to Infection: Contain any outbreak by following local health protection team advice</p>	<p>M/ H</p>	<p>11.1 If school has two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.</p> <p>11.2 In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group.</p> <p>11.3 In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person’s class,</p>	<p>HT/ DHT/ PHE</p>

		followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.	
<p>12 Support for staff</p> <ul style="list-style-type: none"> Anxiety about returning to school. Bereavement, separation, loss and trauma. PPE Safety when providing intimate care Workload Staff well-being – physical and mental health Communication Mental Health concerns – staff: The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general 	M	<p>12.1 PPA to be provided for teaching staff each week</p> <p>12.2 Regular communication/consultation with staff to continue</p> <p>12.3 Training session for staff on re-opening to be held on 01.09.2020 (INSET day)</p> <p>12.4 Staff must inform the SLT of incidents of non-compliance, suspected illness, medical support or violence by pupils, including restraint.</p> <p>12.5 The Governors and school leaders will have regard to staff's (including the headteacher's) work-life balance and wellbeing. The HT will consult with all staff on the measures she is proposing to put into place and involve all staff in the process. All employers have a duty of care to their employees, and this extends to their mental health. The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation.</p> <p>12.6 The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.</p> <p>12.7 Staff have access to the Wigan LA Employee Assistance Programme and all staff have been e-mailed details about how to access this.</p> <p>12.8 Staff are encouraged to focus on their wellbeing.</p> <p>12.9 Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</p> <p>12.10 Staff briefings and training have included content on wellbeing.</p> <p>12.11 Staff briefings/training on wellbeing are provided.</p> <p>12.12 Staff have been signposted to useful websites and resources.</p>	<p>HT/ DHT (PPA Timetable)</p> <p>HT</p> <p>HT</p> <p>All staff</p> <p>SLT, governors</p>
<p>13 Pupils who are shielding or self-isolating:</p>	L/M	<p>13.1 We now know much more about coronavirus (COVID-19) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are high. Therefore, the majority of pupils will be able to return to school. School notes however that:</p> <ul style="list-style-type: none"> a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19) shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who 	

		<p>have family members who are shielding. Read the current advice on shielding</p> <ul style="list-style-type: none"> • if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below). • some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment). You can find more advice from the Royal College of Paediatrics and Child Health at COVID-19 - ‘shielding’ guidance for children and young people. <p>13.2 Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, the school will immediately offer them access to remote education. School will monitor engagement with this activity.</p> <p>13.4 In the event of a Bubble closing, staff will provide work on Seesaw and respond to the children’s work.</p> <p>13.5 Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised.</p>	
<p>14 Staff Attendance:</p> <p>Staff who are clinically vulnerable or extremely clinically vulnerable</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable</p> <p>Staff who are pregnant</p> <p>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</p> <p>People who live with those who have comparatively increased risk from coronavirus (COVID-19)</p>	L/M	<p>14.1 Staff Attendance: Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, the government expects that most staff will attend school. It remains the case that wider government policy advises those who can work from home to do so. The government recognises that this will not be applicable to most school staff, but where a role may be conducive to home working, for example some administrative roles, school leaders should consider what is feasible and appropriate.</p> <p>14.2 Staff who are clinically vulnerable or extremely clinically vulnerable: Where schools apply the full measures in the government guidance, the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. We expect this will allow most staff to return to the workplace, although the government advise those in the most at risk categories to take particular care while community transmission rates continue to fall.</p> <p>14.3 Advice for those who are clinically-vulnerable, including pregnant women, is available.</p> <p>14.4 Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised</p>	

		<p>that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19. School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.</p> <p>14.5 People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</p> <p>14.6 Staff who are pregnant As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow the relevant guidance available for clinically-vulnerable people.</p> <p>14,7 Staff who may otherwise be at increased risk from coronavirus (COVID-19) Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report. The reasons are complex and there is ongoing research to understand and translate these findings for individuals in the future. If people with significant risk factors are concerned, the government recommends that schools discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders will try as far as practically possible to accommodate additional measures where appropriate.</p> <p>14.8 People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.</p>	
<p>15 Safeguarding children</p> <ul style="list-style-type: none"> • Increase in disclosures when school reopens • Online abuse • Online bullying 	L/M	<p>15.1 Designated Safeguarding Leads in school every day or available by telephone</p> <p>15.2 Session on Online safety to be delivered with each bubble</p> <p>15.3 Staff have all recently completed online safety training</p> <p>15.4 Session on anti-bullying to be delivered by all bubbles</p> <p>15.5 School will revise the 'Safeguarding and child protection' policy (and addendum) to reflect the return of more pupils. Schools will have regard to the statutory safeguarding guidance, keeping children safe in education and should refer to the coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance.</p>	<p>HT, DHT, KS1 AH</p> <p>All staff</p> <p>All staff</p> <p>HT</p>
<p>16 Support for children/families: Social Emotional/Relationships with children</p> <ul style="list-style-type: none"> • Children have just spent months in only the company of their parent/s and will 	L/M	<p>16.1 Parents asked to prepare children for return and talk about it in a positive manner</p> <p>16.2 Inform parents prior to opening that if pupils refuse to separate we cannot physically engage to support this/ the children must walk into school freely</p>	<p>HT - letter</p> <p>All staff</p>

<p>struggle to separate for a while.</p> <ul style="list-style-type: none"> • They have not played with friends or had to compromise. This may cause tension as friends play games with rules. • Finding out about any bereavement, separation, loss and trauma that the children have experienced. • Dealing with any bereavement, separation, loss and trauma. • General anxieties about Covid-19 • Physical contact: Hugging/hand holding 		<p>16.3 Increased opportunities for circle time - reminders of what it means to be a good friend via circle time</p> <p>16.4 Parents to inform school of any issues we need to know about prior to child starting so that school can provide support (as needed)</p> <p>16.5 Series of sessions/ resources delivered in bubbles to support children’s understanding of Covid-19</p> <p>16.6 Staff to encourage children to talk about any worries/concerns they may have</p> <p>16.7 Pupils (mainly the youngest pupils)to be reminded each morning that they can’t hug/hold hands with staff or each other</p> <p>16.8 Support for families – Wigan Family Welfare counselling sessions continuing via telephone, additional availability for any identified pupils (attending school or home learning)</p> <p>16.9 Mental health advice/ signposting for support to be shared with parents</p>	<p>HT – letter</p> <p>All staff</p> <p>All staff</p> <p>All staff</p> <p>DHT/ WFW</p> <p>DHT</p>
<p>17. Pupil wellbeing and support</p> <p>Mental Health concerns –Pupils Pupils’ mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general</p>	<p>L</p>	<p>17.1 Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school.</p> <p>17.2 At Lowton West, we will consider the provision of pastoral and extra-curricular activities to all pupils designed to:</p> <ul style="list-style-type: none"> • support the rebuilding of friendships and social engagement • address and equip pupils to respond to issues linked to coronavirus (COVID-19) • support pupils with approaches to improving their physical and mental wellbeing <p>17.3 We will also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. We will also consider support needs of particular groups that we are already aware need additional help (for example, children in need), and any groups that we identify as newly vulnerable on their return to school.</p>	<p>All staff</p>

		<p>17.4 We will consider how we are working with school nursing services to support the health and wellbeing of their pupils</p> <p>17.5 There are sufficient numbers of trained staff available to support pupils with mental health issues.</p> <p>17.6 There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.</p> <p>17.7 Wellbeing/mental health is discussed regularly in PSHE/class assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings).</p> <p>17.8 Resources/websites to support the mental health of pupils are provided.</p>	
18. Behaviour expectations	L	<p>18.1 The school will consider whether or not the behaviour policies need to be updated with any new rules/policies, and will communicate any rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour.</p> <p>18.2 We acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors.</p>	All staff
<p>19. Communal areas</p> <ul style="list-style-type: none"> • Staffroom • Toilets • Office space 	M	<p>19.1 Only three staff members allowed in staff room; do not stand in doorway (allow space for movement in and out); staff must clean up after themselves and leave staffroom clean and tidy</p> <p>19.2 Staff should wipe down telephones with antibacterial wipes before and after use</p> <p>19.3 Staff must not go to the school office – please contact office staff via internal telephone system</p> <p>19.4 Only one member of staff is allowed in the back office at one time.</p> <p>19.5 Staff should not stand and block entrance to the offices/ toilet areas: these are ‘hotspots’ that become easily congested.</p> <p>19.6 Only two staff members are allowed in the photocopying room at any one time. If a staff member is waiting outside, please keep 2m distance and do not block the entrance to the photocopying room. There should not be a queue at any time for the photocopier as this congests the entrance foyer and does not allow for social distancing</p> <p>19.7 Staff must not go to the HT office/ DH office – please contact HT and DH via internal telephone systems. Staff may stand at given spot outside HT office and talk to HT through glass (if office door is open). HT</p>	All staff

		<p>may have up to two people in office for meetings (if needed) – sat at other side of office which is 2m apart.</p> <p>19.8 Limit bodies in confined spaces e.g., kitchen areas, store rooms.</p> <p>19.9 Staff to observe the 2m social distancing at all times</p> <p>19.10 Staff to sign in and out using the electronic signing in system (antibacterial wipes will be available to wipe screen before and after use)</p>	
20 Estate Ventilation		<p>20.1 Prior to reopening for the autumn term, all the usual pre-term building checks will be undertaken to make the school safe.</p> <p>20.2 Once the school is in operation, it will important to ensure good ventilation. Air conditioning units must not be used. In classrooms, it will be important that staff improve ventilation (for example, by opening windows).</p>	
21 Educational visits		<p>21.1 The government continues to advise against domestic (UK) overnight and overseas educational visits at this stage see coronavirus: travel guidance for educational settings.</p> <p>21.2 In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination.</p> <p>21.3 The school will make use of outdoor spaces in the local area to support delivery of the curriculum. As normal, we will undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, we will consider what control measures need to be used and ensure that we are aware of wider advice on visiting indoor and outdoor venues. We will consult the health and safety guidance on educational visits when considering visits.</p>	
22 Uniform		<p>22.1 The school will return to its usual uniform policy in the autumn term.</p> <p>22.2 Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. This will be communicated to parents prior to the summer break.</p> <p>22.3 Jewellery, including wrist watches, are not allowed</p> <p>22.4 Long hair should be tied back</p> <p>22.5 On PE days, pupils should come into school in their tracksuit and trainers for the whole day.</p>	HT – letter to parents
23 Curriculum expectations		<p>23.1 The government have set out some key principles and expectations for curriculum planning in mainstream schools, so that all pupils –</p>	SLT/ All staff

particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

23.2 The key principles that underpin the advice on curriculum planning are:

- education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.
- remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

23.3 Informed by these principles, DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021:

- Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content: Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading
- Aim to return to the school's normal curriculum in all subjects by summer term 2021: Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.
- Plan on the basis of the educational needs of pupils: Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work).

- Develop remote education so that it is integrated into school curriculum planning: Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.
- Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. Schools should be able to show that this is in the best interests of these pupils and this should be subject to discussion with parents during the autumn term. They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.
- Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, and schools are expected to start teaching by at least the start of the summer term 2021.

23.4 Specific points for early years foundation stage (EYFS) to key stage 3:

- For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development.
- For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the EYFS disapplication guidance. For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.
- For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts,

physical education/sport, religious education and relationships and health education.

23.5 Music

Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies. Further more detailed DfE guidance will be published shortly.

23.6 Physical activity in schools

Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.

Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.

Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.

Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.

23.7 What this means at Lowton West:

Taking all of the above guidance into account, the Senior Leaders will plan the curriculum including: revised class timetables; timetables for physical activity inside and outside; teaching of music; assessments to

		take place in September and at other regular key points; the curriculum to be taught; emphasis on reading (through all subjects); contingency plans for remote learning using Seesaw; planning for teaching of RSE by Summer 2021. All plans will be discussed with staff at the INSET day on Tuesday 1st September 2020.	
24 Long period shut down	L	24.1 Implement remote learning using Seesaw/ Spelling Shed/ TT Rockstars 24.2 Publish activities on the school website 24.3 Provide work to be completed via online learning platform and staff respond to work completed 24.4 If possible, provide children without IT access at home with paper/ pens/ home learning resources (hard copies) 33.5 Communicate with parents via Schol Spider app/ e-mail/ website.	All staff/ SBM
25 School visitors and site users	M	25.1 Compulsory handwashing / use of hand sanitiser gel before entering school; 25.2 Schools will manage other visitors to the site, such as contractors, by providing them with a Summary of Processes for Visitors prior to arrival and/ or by verbally explaining the guidance on physical distancing and hygiene. 25.3 Where visits can happen outside of school hours, they should. 25.4 A record should be kept of all visitors. Visitors will be asked to note down their name and contact telephone number in case there is an outbreak and they need to be contacted via trace and test. 25.5 We are aware from the government guidance that supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. This will be communicated to our supply staff who will be covering the PPA timetable. 25.6 Specialists, therapists, clinicians and other support staff for pupils with SEND will provide interventions as usual.	All staff/ visitors School office staff
27 Taking temperature of anyone in school who may begin to feel unwell	M	27.1 Use of handheld non-contact thermometer if possible/ use of PPE	All staff
28 Water fountains to be used only for filling water bottles	M	28.1 Children to have water bottles. 28.2 Staff to explain to children they are not allowed to use drinking fountains, except to fill their water bottles	All staff
29. Building Safety Legionella Management	L Compliance with HSG 274	29.1 Domestic hot and cold water services The requirements for the management of your buildings water system must be completed to the requirements of HSG 274 and your Legionella maintenance schedule. This includes calorifiers/direct fired water heaters/sinks/ basins/ showers / thermostatic mixing valves. (blended hot water)	SBM/ HT/ ISS/ Caretaker Discuss with your Water Hygiene Contractor your Legionella risk assessment and scheme of work.

		<p>29.2 Water temperatures must be kept within limits recommended for the control of legionella bacteria in water systems. For reference, use the Approved Code of Practice and HSG 274.</p> <ul style="list-style-type: none"> • 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. Weekly flushing, Monthly water temperature checks, etc. • If the hot water system has been isolated or drained down, contact your water Hygiene Contractor to check and restart the system • Maintain regular weekly flushing regimes of infrequently used outlets, for all hot water services. 	<p>Managing School Premises during the Coronavirus Outbreak 07 07 20 https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak</p>
30 Asbestos Management	L Compliance with Asbestos Reg 12 & HSG 264	30.1 Inspect the building and if any damage to rooms containing or suspected asbestos material, contact your asbestos consultant for further advice.	<p>Any concerns discuss with your Asbestos consultant.</p> <p>SBM/ HT</p>
31. Statutory Requirement for Servicing of plant and Equipment. Pressure systems Passenger Lifts Lifting equipment	L Compliance with PSSR 00 LOLAR 98	31.1 Thorough Examination & Test is a critical component of a management process to ensure the safe operation of equipment whose failure through deterioration can create dangerous situations, physical harm and business disruption. The statutory obligations to TE&T remain in place and the HSE expects dutyholders to make all reasonable efforts to arrange for TE&T to be carried out within the statutory time limits. The HSE strongly recommend that TE&T are completed. If a failure occurs due to a safety related fault, enforcement action may be taken.	<p>HT/ SBM</p> <p>HSE Guidance Note to Dutyholders and Inspectors. https://www.hse.gov.uk/news/work-equipment-coronavirus.htm</p> <p>Required - If equipment is outside of the inspection date, the school management to contact their specialist contractor and have the TE&T completed asap.</p>
<u>32. Building Hygiene</u> Deep Clean of all areas of the school	L/M Compliance with current hygiene standards published by the UK Government.	<p>32. It is important that arrangements remain in place to ensure that pupils and staff are in safe.</p> <p>Discuss with your preferred cleaning contractor or inhouse staff to plan cleaning schedules, additional house of work and undertake a thorough clean and disinfect of all rooms and surfaces prior to reopening and if necessary, utilise pest control for insect infestations, particularly in the kitchen and/or food preparation areas.</p> <p>Continue to provide anti-bacterial hand gels or wipes to be located in the school reception foyer for a visitor to use before they are allowed</p>	<p>HT/ SBM</p> <p>The standard to be followed will be the GOV-UK guidance COVID-19: cleaning of non-healthcare settings guidance</p> <p>SBM/ All staff</p>

		into the secure area of the school. Social distancing for escorted visitors to be maintained.	
33. Building Users. Ventilation.	L/M HSWA 74 W(HSW)R92 DoE BB103. Building Regulations	33.1 Ventilation of the building and classrooms is important to reduce natural pollutants, provide fresh air to enable pupils to stay alert and potentially with other hygiene measures reduce the life cycle of the coronavirus. <ul style="list-style-type: none"> • Open windows and doors in classrooms to promote through ventilation. • If the door has to be wedged open, ensure the Building Fire Plan is amended to state that if the room is left unoccupied, that the door is closed. On evacuation the wedge must be removed. • Intermediate fire doors along the escape route can only be left open if there are fitted with a magnetic hold open device linked to the fire alarm, or a device such as the Dorgard. • Air Conditioning Units not to be used. 	All staff Government guidance. DoE BB101 Ventilation in schools. Do Not Use the fire extinguishers as a door wedge. Use of a Dorgard Hold Open Door Retainer should be used, Compliant to BS7273-4 2007
34. Fire Management	L Compliance with the RR(FS)O BB100	34.1 Review and if necessary, update your building fire management plan to ensure any changes to fire escape routes are clearly identified and communicated to staff and pupils. 34.2 Prior to the increased occupancy of the school: <ul style="list-style-type: none"> • Physically test the fire alarm system and emergency lights are operational. • Complete a planned Fire evacuation within 7 days or the start of the new term. • 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. • Review, update and test individual named PEEP's 	HT Caretaker Record details of maintenance and equipment tests in the building Fire Log-Book/Management file
35 Catering service	L HSW 74	35.1 Discuss with the catering contractor any changes in lunch sittings, method of serving lunch, etc. 35.2 Allocate appropriate level of staff for supervision of pupils. 35.3 Extend the lunch period to stagger bubble groups. 35.4 Allocate tables to bubbles. 35.5 Clean tables/seating after each bubble has left together. 35.6 Where possible pupils with a pack lunch should stay within their class bubble. As above.	HT/ SBM Cleaning staff (ISS)/ All staff
36 Communicate with Contractors	L HSWA 74	36.1 During the summer holiday period maintenance or remedial work may be undertaken. Contact your contractors and impress on them that where possible such work <u>must be</u> completed before the start of the	HT/ SBM

		<p>new school term. Work includes cleaning, catering, adaptations, inspection and maintenance of equipment.</p> <p>36.2 Inform contractors and your suppliers, not to enter the school if they are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection)</p> <p>36.3 Observe good hygiene practice.</p> <p>36.4 Contractors to sign in and out as is normal practice</p> <p>36.5 Consider times when contractors can complete work either before or after the school day.</p>	<p>Managing School Premises during the Coronavirus Outbreak 07 07 20 https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak</p> <p>Use signs, posters and regular reminders to raise awareness.</p>
<p>37 Management of Access Control to and from the building.</p> <p>General principles.</p>	<p>L/M</p> <p>HSWA 74</p>	<p>37.1 The social distancing 2 metre rule remains in force for all visitors attending the school building.</p> <p>37.2 Review the one way pedestrian system and make adjustments where necessary to consider the larger numbers of pupils and parents attending the premises using the pathway from the main gate to the building entrance as the in-route and where possible a second exit route separated by distance as from the building entrance to the highway.</p> <p>37.3 Mark the floor/ fencing with lines 2 metre apart.</p> <p>37.4 Display signage for social distancing at the gate entrance and along the route to the office including the exit to the public highway.</p>	<p>SLT</p> <p>GOV.UK Guidance. Staying Alert and Safe (Social Distancing) 04 06 20 https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing</p> <p>Guidance stated in Phase 1 of the generic assessment remains appropriate.</p> <p>Use signs, poster's and regular reminders to raise awareness.</p>
<p>38 Test and Trace</p> <p>Maintaining records of staff and visitors to support the NHS Test and Trace</p>	<p>L</p> <p>Support the management of COVID-19</p>	<p>38.1 The school already operate a paper based or an electronic signing in/out system of recording visitors.</p> <p>38.2 The following information would be required by the Test and trace operators and therefore must be made available if requested by the NHS:</p> <p>Staff</p> <ul style="list-style-type: none"> 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 <p>Visitors</p> <ul style="list-style-type: none"> the name of the 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 visitor, or for the lead member of a group. date of visit, arrival time and departure time 	<p>School Office staff</p> <p>Maintaining Records of staff Customers and Visitors to Support NHS Test and Trace. 02 07 20 https://www.gov.uk/guidance/maintaining-records-of-staff-customers-and-visitors-to-support-nhs-test-and-trace?utm_source=e159c002-348d-40e9-892a-656cc5916a0f&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily</p> <p>Staff and pupil details are held by the school</p> <p>Recorded on the signing in system</p>

		<ul style="list-style-type: none"> the name of the member of staff who they are meeting, or activity being delivered on behalf of the school. 	<p>Help contain any outbreak by following local health protection team advice.</p>
39 Entering School Site	<p>L/M</p> <p>Spread of Virus/failure to comply with social distancing rules</p>	<p>39.1 Pupils will enter the school site via the main gate</p> <p>39.2 Anyone entering the school site must follow the UK Government social Distancing Guidelines.</p> <p>39.3 Hand sanitiser stations will be positioned on the entrance to the building and must be used by all pupils and visitors.</p> <p>39.4 One-way system in operation on the outdoor paths (everyone keep to the left)</p> <p>39.5 All designated walkways will have 2m distance markers painted on.</p> <p>39.6 Pupils must arrive on site no earlier than the designated opening time for the year group.</p> <p>39.7 Once onsite pupils/visitors will be directed to Hall or outdoor area.</p> <p>39.8 Parents are discouraged from gathering at school gates.</p>	<p>SLT/ SBM</p> <p>GOV.UK Guidance. Staying Alert and Safe (Social Distancing) 04 06 20 https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing</p> <p>Stay at Home Guidance for Households with Possible Coronavirus Infection 18 06 20 https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance</p> <p>The school SLT to include specific management details.</p>
40. Leaving School Site	<p>L/M</p> <p>Spread of Virus/failure to comply with social distancing rules</p>	<p>40.1 Pupils and parents will leave the school site via the school gates as directed.</p> <p>40.2 Pupils/ Parents are asked to leave site straight after collection or after their activity has finished.</p> <p>40.3 Hand sanitiser station will be available on exit to the building.</p> <p>40.4 Maintain as much as possible, the 2m distance rule.</p> <p>40.5 Use marked walkways where possible</p> <p>40.6 Outdoor meeting stations will be setup in accordance to social distancing rules.</p>	<p>SLT/ SBM</p> <p>GOV.UK Guidance. https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing</p> <p>Use signs, posters and regular reminders to raise awareness</p>
41. Communicating with parents on changes	<p>L/M</p> <p>Safety of others.</p>	<p>Phase 1 restrictions and good practice apply.</p> <p>41.1 Inform pupils and their, parents/carer's, not to enter the school if they are displaying any symptoms of coronavirus. (following the COVID-19: guidance for households with possible coronavirus infection)</p> <p>41.2 Inform parents that if their child needs to be accompanied into school, only one parent should attend.</p> <p>41.3 Inform parents the pupils of their allocated drop off and collection times and the process for doing so, including protocols for minimizing adult to adult contact. (for example, which entrance to use)</p> <p>41.4 Instruct parents that they must not gather at entrance gates or doors or enter the school grounds unless they have a pre-arranged appointment.</p>	<p>HT – letter to parents</p> <p>GOV.UK Guidance – Implementing Protective Measures in Education. https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p>

		41.5 Display a polite notice at the entrance points to the school grounds of prohibited actions / where the office is located.	
42 Communication with Staff Protection against infection	L/M Personal safety	<p>42.1 Communication and training for staff is essential to update and carryout new procedures during this challenging situation. Inform staff about room allocations, the school plan for delivering lesson topics, safeguarding measures, timetable changes, the daily routine for staggered arrival and departure times.</p> <p>42.2 Avoiding contact with anyone with symptoms of COVID-19</p> <p>42.3 Continue frequent hand cleaning and good respiratory hygiene practices</p> <p>42.4 Frequent cleaning of all room hard surfaces, furniture, toys, classroom taps, door handles, etc.</p> <p>42.5 Minimizing contact and mixing with other class bubbles.</p> <p>42.6 Ensuring good respiratory hygiene - promote the 'catch it, bin it, kill it' approach.</p> <p>42.7 Daily updates delivered to the class by the teacher(as needed)</p> <p>42.8 PPA Time – try to keep the same member(s) of staff providing support to the class within the same bubble groups. If this involves a member of staff mixing between bubbles, consider the use of a face shield to be worn.</p> <p>42.9 The school assessment for the Full Opening of school in September 2020 to be published on the school Intranet for access to all staff and the school Union representatives.</p> <p>42.10 Staff must also inform the SLT of incidents of non-compliance, suspected illness, medical support or violence by pupils, including restraint.</p> <p>42.11 Pupils who become violent and require restraint, contact your TESS officer for support advice.</p>	<p>HT/ DHT – INSET day training for staff and ongoing communication.</p> <p>GOV.UK Guidance. Staying alert and safe (social distancing)</p> <p>COVID-19 Actions for Schools Guidance for Full Opening – Schools 02 07 20 https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>See guidance for staff planning Annex A. Behaviour principles Annex B. Principles for staff. Review the daily GOV.UK Web Page</p> <p>HT</p>
43 Class Bubbles Staying Alert, Staying Safe	L/M Working environment	<p>43.1 Where possible within the school, the 2m distance rule applies. However, it is acknowledged that social distancing for very young children will be harder to maintain. The number of pupils is now based on a Year group size bubble. To help minimize the risk of the virus spreading to both staff and pupils, the school will:</p> <ul style="list-style-type: none"> • Inform children, parents and visitors not to enter the school if they are displaying any symptoms of coronavirus. (COVID-19) • Remind parents and pupils to be mindful and reduce any unnecessary travel on public transport. • Pupils to stay and work within their year group bubble. • Remove unnecessary furniture to open up the classroom and organize the desks to face forward. • Where possible clearly mark out the floor area where the Teacher will deliver the lesson topic 	<p>Letter to parents - HT</p> <p>GOV.UK Guidance. Follow the social distancing guidelines</p> <p>Face covering are not recommended for use in schools</p> <p>The school SLT to include specific detailed information for the management of the school day.....</p>

		<ul style="list-style-type: none"> • Stagger lunch times, break times, and the movement of pupils around the school, to reduce large groups gathering. • Implement a packed lunch service during lunch with pupils eating in a designated area in their classrooms. • Stagger class timings for the start and finish of the school day. • Discourage parents from gathering at school gates. • Display signage at all entrances into school and along corridors to raise awareness of social distancing. • Introduce a one way system - everyone walking on the left. • Where possible – Year group bubbles to be allocated their own entry and exit point to and from the classroom/building. • Mark off the playground floor/ fencing where pupils will line up prior to reentering the building. • Whole school assemblies must not be undertaken. <p>Staff should implement the above measures as far as they are able, whilst ensuring children are kept safe and well.</p>	
44 Personal Protective Equipment	L/M Personal protection	<p>44.1 Wearing a face covering or face mask in school is not recommended. Except PPE that they would normally need for their topic work or to provide pupil personal support. Staff and pupil's are not required to wear face coverings.</p> <p>See guidance link for further information.</p>	<p>All staff</p> <p>Safe Working in Education, Childcare and Children's Social Care Settings including the Use of Personal Protective Equipment 16 06 20 https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</p>
45 First Aid	L Support to others	<p>45.1 The number of first aiders to be available within school for the general population has not changed.</p> <p>45.2 For Nursery and Early Year classes, the need for a Paediatric first aider remains a requirement of the EYFS. If after your best endeavors a PFA is not available and you do not have any children under 24 mths old, then you must ensure someone with the First Aid at Work certificate or emergency PFA are on site and carry out a written risk assessment.</p> <p>45.3 If a pupil becomes unwell with symptoms of coronavirus while in the school 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.</p> <p>45.4 If contact with the pupil/person is necessary, then gloves, an apron and a fluid-resistant surgical face mask should be worn by the supervising adult.</p>	<p>All staff</p> <p>COVID-19 Actions for Early Years and Childcare Providers during the Coronavirus Outbreak. 02 07 20 https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures</p> <p>COVID-19 Actions for Schools Guidance for Full Opening – Schools 02 07 20 https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>Note: as of the 18 05 20, the list of symptoms now includes;</p>

		<p>45.6 Staff who have helped anyone with suspected symptoms does not need to go home and self-isolate for 14 days unless they develop the symptoms themselves or the symptomatic person tests positive. Contact NHS for a test.</p> <p>45.7 If the situation determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.</p>	<ul style="list-style-type: none"> • High Temperature 37.8°C • Continuous Cough • Loss of taste and smell <p>Contact Public Health for further advice on a Positive COVID test result.</p>
46 Early Years classes	L/M Nursery and Reception	<p>Early years groups in school should:</p> <ul style="list-style-type: none"> • Stay within their class bubble throughout the day to avoid mixing with other groups. • Ensure play equipment that is used is appropriately cleaned after use by small groups of children. • Remove unnecessary furniture from classroom and resource areas to open up the floor space. • Consider where unused furniture will be stored and access. • Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) • Paediatric first aid cover – see first aid section above • Review where required the EHCP and other support plans of the named pupils. 	<p>EYFS staff</p> <p>COVID-19 Actions for Early Years and Childcare Providers during the Coronavirus Outbreak. 02 07 20 https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures</p> <p>Where safety and/or management concerns remain, these should be discussed with the school management and options identified for further discussion with the local authority or trust.</p>
47. IT and Specialist Rooms	L/M Fit for purpose	<p>47.1 Allocate time using the resources</p> <p>47.2 Monitor and review the risk assessment to ensure social distancing is maintained as much as possible during the activities and practicable application of tasks.</p> <p>47.3 Restrict access to a manageable number of children.</p> <p>47.4 Consider the requirements for children requiring 1:1 support, how this can be maintained</p> <p>47.5 Wipe down desktops and computer equipment after use.</p>	<p>HT/ DHT to include specific detailed information for the management of the school.</p>
48. External Play areas. Playground and field	L Fit for purpose	<p>48.1 Review your security access to the external hard surface and field areas and the level of control.</p> <p>48.2 Allocate areas for play and quiet activities to class bubbles under the supervision of a member of staff with line of sight. Ensure the fixed play equipment is safe for use and to maintain as much possible social distancing.</p> <p>48.3 None contact games only</p> <p>48.4 Allocate areas for specific/quiet social activities for small groups which can be supervised by a member of staff with line of sight</p>	<p>HT/ DHT/ SBM</p> <p>All staff</p> <p>COVID-19 Guidance for Managing Playgrounds and outdoor Gyms. 26 06 20. https://www.gov.uk/government/publications/covid-19-guidance-for-managing-playgrounds-and-outdoor-gyms/covid-19-guidance-for-managing-playgrounds-and-outdoor-gyms</p>

		<p>52.5 List of items school will consider for supporting the club:</p> <ul style="list-style-type: none"> • Posters, (for example, to encourage consistency on hygiene and keeping to own group) • soap for sinks, and where there is no sink nearby, hand sanitiser in rooms/learning environments • disposable paper towels, • cleaning products, • sanitising wipes for wiping some equipment • lidded bins, • tape for cordoning off areas and marking floors. 	School Office staff
53. BAME	M Vulnerable to COVID-19	<p>53.1 Pupil group to remain in their bubble for all activities to minimize interaction with others.</p> <p>53.2 The teaching staff to monitor social distancing within the behaviour of the young pupils. (supervised by staff)</p> <p>53.3 To consider the government advice relating to children of families within the BAME risk group and identify where possible support needs.</p> <p>53.4 Staff - Headteacher to complete an 1:1 informal discussion with any member of staff within a BAME risk group, to offer reassurance for any concerns and/or support within the ability of the school.</p> <p>53.5 School Employee Assistance Programme can help provide support, advice and information. Call them on 0300 555 0120 (calls charged at local rate).</p>	<p>All staff</p> <p>GOV.UK Advice</p> <p>If an assessment is required of a named person, see the LA's Corporate guidance for BAME and vulnerable Persons. Contact the Safety Team.</p> <p>HT</p>
54 Employee Wellbeing	L/M Anxiety	<p>54.1 Employee Assistance Programme can help provide support, advice and information. Call your service provider. Insight on 0300 555 0120 (calls charged at local rate). Open 24/7</p> <p>54.2 Citizens Advice – offer free, independent, confidential and impartial advice on a range of financial issues.</p>	HT provide EAP details to all staff
55 Contingency planning to provide continuity of education in the case of a local outbreak	Spike in coronavirus and Anxiety	<p>55.1 Specific details will be provided to the schools affected by the LA based on the Government advice and scientific evidence at that time.</p> <p>55.2 For pre-planning purposes, plan for a possible Phase 1 partial opening of the school with a supporting service based on home education for pupils and minimal staff in school to support Key Worker and Vulnerable children, or full closure if advised by PHE (The school would revert back to phase 1 plan if necessary).</p>	Help contain any outbreak by following the advice of the local health protection team advice.
56. Oversight of the governing body. Lack of governor oversight during the COVID-19 crisis leads to the	L/M	56.1 The governing body continues to meet regularly via online platforms.	Governors; HT

<p>school failing to meet statutory requirements.</p>		<p>56.2The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.</p> <p>56.3The Headteachers report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school’s response to COVID-19.</p> <p>56.4Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</p> <p>56.5Minutes of governing body meetings are reviewed to ensure that they accurately record governors’ oversight and holding leaders to account for areas of statutory responsibility.</p>	
<p>57.Costs of the school’s response to COVID-19 The costs of additional measures and enhanced services to address COVID-19 when reopening places the school in financial difficulties</p>		<p>57.1 Additional cost pressures and any savings made due to COVID-19 identified and the budget has been carefully monitored to ensure that the budget remains balanced and healthy.</p> <p>57.2LA finance team has been consulted to identify potential savings (or as needed) in order to work towards a balanced budget.</p> <p>57.3Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review.</p> <p>57.4Additional sources of income are under exploration.</p> <p>57.5The school’s projected financial position has been shared with governors and LA.</p>	<p>HT; SBM</p>
<p>58. Review of fire procedures Fire procedures are not appropriate to cover new arrangements</p>		<p>58.1Fire procedures have been reviewed and revised where required, due to:</p> <ul style="list-style-type: none"> ● Increased numbers of pupils/staff - now working in bubbles ● Possible absence of fire marshals ● Social distancing rules during evacuation and at muster points ● Possible need for additional muster point(s) to enable social distancing where possible <p>58.2Staff and pupils have been briefed on any new evacuation procedures.</p>	<p>HT</p>
<p>59. Fire evacuation drills - unable to apply social distancing effectively</p>		<p>59.1Plans for fire evacuation drills are in place which are in line with social distancing measures. Children from each class will line up in two lines keeping a social distance at the given muster points (this will be practised with class teachers in the first fortnight). Reception teachers will practise with the children when the Reception pupils start full time.</p>	<p>HT; all staff</p>

60. Fire marshals absent due to self-isolation		60.1 An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. The DHT will undertake this role in the absence of the HT.	HT
61. Working from home can adversely affect mental health		<p>61.1 Staff working from home due to self-isolation have regular catch-ups with line managers.</p> <p>61.2 Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise.</p> <p>61.3 Appropriate work plans have been agreed with support provided where necessary.</p> <p>61.4 Staff working from home may help provide remote learning for any pupils who need to stay at home.</p>	
62. 'Time Out' before and after school Club		<p>The 'Time Out' Club is run by a separate Voluntary Committee – the club uses the school premises as a base.</p> <p>The 'Time Out' Club will prepare a risk assessment for a phased re-opening (working in close consultation with the school).</p>	'Time Out' Club; HT; Governors; Mike McCarthy (LA)