

Lostock Hall Primary school



Recovery Plan and Risk Assessment



Overarching Guidance:

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 contaminated surfaces, aerosol transmission). 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 school.
- 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** .
- 4) **cleaning frequently touched surfaces** often using standard products, such as detergents
- 5) Occupying **well Ventilated** spaces as much as is possible.
- 6) Maintain **Social Distance** wherever possible.
- 7) **Full attendance** of all children is Mandatory as of Wednesday 1st September 2021.

Principles:

1. Do not enter the School site if you have coronavirus symptoms. **Access a test as soon as possible. (PCR)**
2. Engage with Asymptomatic testing using **Lateral Flow test Devices.**
3. Engage with **NHS Test and Trace** where and when necessary.
4. Clean/Sanitise your hands and wrists more often than usual.
5. Use the 'catch it, bin it, kill it' approach.
6. Avoid touching your mouth, nose and eyes.
7. Clean frequently touched surfaces often using standard products, such as detergents and bleach.
8. Maintain **Social (2m) distance** between adults. Minimise contact time (<15mins) where not possible. Face covering if desired.
9. Keep your classroom door and windows open if possible, for air flow. **Ventilate hourly** when not possible.
10. Limit the number of children from your class using the toilet at any one time. Children to exit classroom via external door and walk to relevant toilets
11. Limit contact between adults, and **don't congregate** in rooms, around classroom entrances, in the car park or at the school gate.

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Aspect	Measures to Implement	DfE Guidance	Notes	Risk
Staffing including communication	<ul style="list-style-type: none"> ▪ Red amber green RA to be carried out weekly for staff to ensure their mental and physical health is taken into account. ▪ Individual support packages and interventions for staff. ▪ Weekly risk assessment via internal office form to SLT. ▪ Normal working in office. Limit contact with other adults. 2m distance where possible 	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> • All staff are encouraged to self-administer a Lateral Flow Test on a Sunday and Wednesday evening and report the results • to NHS COVID-19 report a result and to school 	<p>Staff in primary schools will continue to test with Lateral Flow Devices (LFDs) twice a week at home, as per existing guidance on testing for staff in primary schools and nurseries.</p> <p>Primary age pupils will not be tested with LFDs. Public Health England have advised there are currently limited public health benefits attached to testing primary pupils with lateral flow devices. Primary age pupils may find the LFD testing process unpleasant and are unable to self-swab. We will review this approach in the light of any emerging evidence.</p>		M
Pupils	<ul style="list-style-type: none"> ▪ In the event of closure advice from local Public Health England team: Key worker/vulnerable– All week, provision continues. ▪ Classroom Spaces: Avoid congregation/congestion at classroom doors : Drop off 8.50am (9.00am Preschool) Collection Any time after 3.15pm (3.00pm Preschool) 	<p>All primary school pupils returned to school on 8 March.</p> <p>The usual rules on school attendance apply, including:</p> <ul style="list-style-type: none"> ▪ parents' duty to secure their child's regular attendance at school (where the child is a registered pupil at school and they are of compulsory school age) ▪ the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct 		H

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		<p>Self-isolation and shielding</p> <p>A small number of pupils will still be unable to attend in line with public health advice to self-isolate because they:</p> <ul style="list-style-type: none"> ▪ have symptoms or have had a positive test result ▪ live with someone who has symptoms or has tested positive and are a household contact ▪ are a close contact of someone who has coronavirus (COVID-19) <p>As normal, you should not encourage parents to request unnecessary medical evidence such as doctors' notes from their GP when their child is absent from school due to illness.</p> <p>You are required to provide remote education to pupils who are unable to attend school because they are complying with government guidance or legislation around coronavirus (COVID-19), in the circumstances provided for in the Remote Education Temporary Continuity Direction. You should keep a record of this activity but do not need to record it in the attendance register.</p> <p>Where pupils are not able to attend school, as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised.</p>		
Behaviour Policy	<ul style="list-style-type: none"> ▪ Children will follow the existing 3 Golden Rules: Be Ready, Be Respectful Be Safe. This will be used to positively reinforce the changes to movement around school. 	<p>Areas schools may wish to add to their behaviour policy are:</p> <ul style="list-style-type: none"> • Following school instructions on hygiene, such as handwashing and sanitising • Moving around the school as per specific instructions (for example, one- 		M

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		<p>way systems, out of bounds areas, queuing)</p> <ul style="list-style-type: none"> • 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 • 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 <p>Identify any reasonable adjustments that need to be made for students with more challenging behaviour.</p>		
Actions				
PPE	<ul style="list-style-type: none"> ▪ Adults can choose to wear Face coverings when entering school site and around school at Drop Off/Pick Up times. ▪ Staff can choose to use face coverings in communal areas. ▪ Staff to wear a facial covering only when in close contact with pupils. If staff want to wear, it is their choice to do so. ▪ No need to wear gloves other than when offering medical/care assistance. (Regular handwashing provides better protection from cross infection) ▪ Staff to have training about safe removal and application of PPE masks and other equipment. 	<p>Wearing a face covering or face mask in Primary schools is not compulsory. Children in primary school do not need to wear a face covering. Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.</p>	<p>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</p>	H

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	<p>Information given about how to store masks when not in use.</p> <ul style="list-style-type: none"> ▪ TTLP has provided Perspex visors, face masks and aprons for use when close contact is absolutely necessary (soiling, continence) Staff may choose to wear, it is up to individuals. 	<p>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.</p> <ul style="list-style-type: none"> ▪ The majority of staff in education settings will not require PPE beyond what they would normally need for their work, 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 	<p>primary pupils giving it to adults.</p>	
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Actions				
<ul style="list-style-type: none"> Face masks/visors have been ordered for staff. Washable. Staff can use their own if preferred. 				
Class Size and Groups	<ul style="list-style-type: none"> Open to All Children Social distancing applies wherever possible between adults and children. Staff ratios for EYFS remain. 	<ul style="list-style-type: none"> For primary schools, classes should normally be as close to 30 pupils as possible and one teacher (and, if needed, a teaching assistant). If there are any shortages of teachers, then teaching assistants can be allocated to lead a group, working under the direction of a teacher 		M
Actions				
<ul style="list-style-type: none"> Rota staff and midday assistants 				
Physical Building	<ul style="list-style-type: none"> Ventilation will be kept to the maximum possible. During cold weather doors and windows should be fully opened to facilitate room ventilation at least once an hour. <p>Hall</p> <ul style="list-style-type: none"> Additional space if required. (Isolation Room- Rear of school hall next to Fire escape doors) <p>Outdoor Space</p> <ul style="list-style-type: none"> Where lessons and weather permit, learning can take place outside, teachers should consider outdoor education wherever possible. Outdoor equipment, can be used. Children are not to enter the building alone during break time unless for the toilet. After toileting they must go straight back outside. <p>Signage</p> <ul style="list-style-type: none"> Consider signage for movement around external building for parents. Stay apart 2m distancing signs Walkway around school to create a 'One way system' around school. 	<ul style="list-style-type: none"> Desks should be spaced as far apart as possible. 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 	Health authority guidance for outdoor play equipment notes little evidence of pathogen survival outside. Regular handwashing provides good Protection	M
Teaching, Learning and Curriculum	<p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> A Full, Broad and Balanced curriculum offer. Face to face teaching and Blended learning. 	Curriculum: You should ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils –	Expectations on staff feedback should be	L

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	<ul style="list-style-type: none"> • Revision workbooks used to highlight generalised gaps in learning (Spelling, Arithmetic, Phonics, Reading). • Google Classrooms used to contain each class' Remote Learning. • In the event of individuals required to isolate for 10 days: CGP workbooks will be used to prepare an agreed timetable of daily tasks – 3-4 hours. • Teachers will monitor their Google Classroom and provide feedback as appropriate. <p><u>Targeted approaches</u></p> <ul style="list-style-type: none"> • Small group and 1:1 tuition given within school to identified individuals. • Achievement for All coaching structured conversations to identify appropriate intervention strategies. • Access National Tutoring Programme for identified children. <p><u>Wider strategies</u></p> <ul style="list-style-type: none"> • Laptops will be available to children without sole access to an internet enabled device. • CenturyTech learning platform available in English, Mathematics and Science providing an Artificial Intelligence driven learning programme for children unable to attend school 	<p>are given the support needed to make good progress. The key principles that underpin our advice on curriculum planning are as follows:</p> <ul style="list-style-type: none"> ▪ Education is not optional. All pupils receive a high-quality education that promotes their development and equips them with the knowledge and cultural capital they need to succeed in 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. <p>Informed by these principles, you should meet the following key curriculum expectations:</p> <ul style="list-style-type: none"> ▪ Teach an ambitious and broad curriculum in all subjects. Where appropriate, teaching time should be prioritised to address the most significant gaps in pupils' knowledge. You should ensure that curriculum planning is informed both by an assessment of pupils' starting points and gaps in their knowledge, and an understanding of what is the most critical content for progression. To achieve this, you may need to make substantial modifications to your curriculum and should make effective use of regular formative assessment while avoiding the introduction of unnecessary tracking systems. You can use existing flexibilities to create time to cover the most important content in which pupils are not yet secure. ▪ You may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. 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 may deprive pupils of the knowledge and cultural capital they need to succeed in life. If you choose 	<p>minimal due to current situation.</p>	
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		<p>to suspend some subjects for some pupils (where the subject is not one that is statutorily mandated) you should be able to show that this is in the best interests of these pupils and this should be subject to discussion with parents.</p> <p>Early years foundation stage (EYFS) to Key Stage 3 For pupils in Reception, disapplications of specific EYFS requirements can be used where coronavirus (COVID-19) restrictions prevent settings delivering the EYFS in full. You may consider focusing more on the prime areas of learning in the EYFS, including communication and language, personal, social and emotional development, and physical development, if you think this would support your children following time out due to coronavirus (COVID-19). 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. For Reception, consider how all groups of children can be given equal opportunities for outdoor education.</p> <p>Key Stages 1 and 2 For pupils in Key Stages 1 and 2, you are expected to prioritise identifying gaps and re-establishing 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. You should ensure your curriculum offer remains broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, music</p>		
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		<p>and the arts, physical education and sport, religious education and, at Key Stage 2, languages.</p> <p>Elective Home Education (EHE)</p> <p>You should encourage parents to send their children to school, particularly those who are vulnerable. EHE does not automatically put children at greater risk of harm. You should consider whether a parent’s decision to educate at home gives greater cause for concern compared to remaining in school. If you feel there is additional cause for concern, you should follow your own organisation’s child safeguarding policy and refer this to the Designated Safeguarding Lead (DSL) who will then consider making a referral to the local authority in line with existing procedures. This should happen as soon as you become aware of a parent’s intention, or decision, to home educate. Alerting local authorities as soon as possible where needed helps them to check if a child is receiving statutory social care services and notify any relevant social worker 64 to work with the home education team to carry out any further checks or assessments that may be needed.</p> <p>Schools are not required to provide any support to parents that have withdrawn their child for EHE. Support provided by Local Authorities is discretionary, including support for a child’s special educational needs.</p>		
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Actions: Purchase laptops to increase school supply available for home loan and improve access to remote learning. Access laptops for schools from DfE				
Social Distancing	<ul style="list-style-type: none"> Physical contact such as handshakes and hugs should be avoided between adults. Staff, pupils and adults on site should endeavour to stay 2m apart. 			M
Timetable for Day	<ul style="list-style-type: none"> Drop Off/Collection As above Normal break time so that all pupils are outside at the same time. Suggested timetable: 9.00-9.30am- handwashing, registration, Arithmetic, Spelling 9.30-10.45- Lesson1 10.45.-11.00- playtime 11.00am-12pm - Lesson 2 12.00-1.00pm lunch 1pm-2.15pm Lesson 3 2.15pm-3.15pm Lesson 4 			M
Movement- Staff	<ul style="list-style-type: none"> Teachers can sit together in staffroom socially distanced. Staffrooms: Existing, B&ASC, Library, Reception classroom, minimise numbers. 	<ul style="list-style-type: none"> Stagger the use of staff rooms and offices to limit occupancy 		L
Movement- Parents	<ul style="list-style-type: none"> Parental visits should be minimised. Consider virtual alternatives to face to face meetings. Markings on the floor for one way only around the school for drop offs and pickups. One parent should drop off and collect children. 2m distancing at all times from other adults on site. Avoid gathering at the School gate. Pedestrian entrance in. Car Park and marked path on drive way out. 	<ul style="list-style-type: none"> Encouraging parents and children and young people to walk or cycle to their education setting where possible 	Pictures and walk through – On website.	L
Working Hours	<ul style="list-style-type: none"> Caretaker 7.30am – 4pm 	<ul style="list-style-type: none"> DfE guidance states that wrap around care provision and clubs which provide wrap around care should continue to offer this service with Risk assessed mitigations in place 	B&Asc running 7.30am-8.50am; 3.15-6.00pm	L

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<p>Premises checks</p>	<p>Cold water systems - including tanks, sinks/basins/showers and drinking water outlets (taps and water fountains)</p> <ul style="list-style-type: none"> ▪ 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. <p>Domestic hot water services – including calorifiers/direct fired water heaters/ sinks/ basins/ showers</p> <ul style="list-style-type: none"> ▪ 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. <p>Gas safety</p> <ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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 <p>For reference, use the Approved Code of Practice & HSG 274 for hot water.</p>	<p>Caretaker continue daily outlet flushing and Site/premises checks.</p> <p>Caretaker to log utility usage.</p> <p>Compliance maintenance to continue throughout. Known contractors to observe hand washing and 2m distancing at all times.</p>	<p>M</p>
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	<ul style="list-style-type: none"> ▪ Check that all fire doors are operational. Fire drills should continue to be held as normal. <p>Kitchen Equipment that holds water, for example dishwashers and combination ovens</p> <ul style="list-style-type: none"> ▪ 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. <p>Security</p> <ul style="list-style-type: none"> ▪ 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. <p>Ventilation</p> <ul style="list-style-type: none"> ▪ 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. <p>Other points to consider</p> <ul style="list-style-type: none"> ▪ 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. 			
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	<ul style="list-style-type: none"> 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 			
Toilet facilities	<ul style="list-style-type: none"> Door wedges to keep the doors semi open to ensure privacy but keep ventilation. Caretaker and cleaner to check soap supply is adequate External handwashing sinks with soap and hot water installed externally KS1 to rear of school, KS2 under Canopy in KS2 playground 	<ul style="list-style-type: none"> Ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time 	<p>Timetable access to KS1 toilets (4 class 'Bubbles') and KS2 (4 class 'Bubbles') toilets.</p> <p>Timetable for the school day to allow for handwashing/toileting.</p> <p>Toilets accessed using external routes around school</p>	H
First Aid	<ul style="list-style-type: none"> PPE should be worn (gloves and masks) when dealing with a first aid incident. Individual teachers / middays (with first aid online 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. OR in the Hall near the rear doors. Middays to radio into the office for a first aider to attend an outside incident after moving child to a designated space on the field, not send the child in. 			H
Cleaning	<p>Cleaning</p> <ul style="list-style-type: none"> Toilets will be deep cleaned at the end of each day. Toilets will be sprayed by Caretaker during the lunch period and after break with suitable cleaning detergent. Contact points will be cleaned by Caretaker, three times daily, including taps, toilet flushes, toilet seats, table surfaces, door handles, handrails, armrests, light switches etc. 	<ul style="list-style-type: none"> 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 Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, 	<p>Contract cleaners(Cobwebs): x2 6pm-7pm</p> <p>Mild detergent solution is an effective antiviral</p>	H

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	<ul style="list-style-type: none"> Tables and contact points can be cleaned regularly. Staff members in that area – spray and cloths provided. Resources that cannot be cleaned according to the instructions must be packed away until after the CO-VID-19 epidemic is over. Tablets should be wiped several times daily and between use. If possible, avoid children sharing tablets. Teachers to bring to charger station in staffroom when required. Bins must be emptied before they are full and at least once daily. <p>Classrooms</p> <ul style="list-style-type: none"> 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. KS1 and KS2: Desks should be wiped regularly, Teachers have access to a spray bottle and cloths (disposable) Any objects the children touch should be disinfected once use has finished. 	<p>provide hand sanitiser in classrooms and other learning environments</p> <ul style="list-style-type: none"> 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. 	<p>cleaner – spray bottles and cloths in each room. Available for continual cleaning of hard/shiny surfaces.</p> <p>Store as much equipment as possible away in cupboards or outside under canopy cover in EYFS area/PTA shed/greenhouse.</p> <p>DAILY- Large basin filled with warm, soapy water used to clean play equipment in EYFS area.</p> <p>Mild detergent solution in spray bottles and cloths in each classroom</p>	
<p>Actions Spray bottles of detergent solution and cloths to be maintained in classrooms</p>				
<p>Communication to children</p>	<ul style="list-style-type: none"> Reinforcement of Hygiene routines. Children not attending school will be contacted daily through Google Classrooms and Remote learning. School Office will follow up any absence on a daily basis to establish whether COVID 19 related or other reasons. 	<ul style="list-style-type: none"> 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 		<p>L</p>

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		coronavirus (following the COVID-19: guidance for households with possible coronavirus infection)		
Communication to and from Parents	<ul style="list-style-type: none"> Any forms or messages from parents should be emailed to the school office Communicate methods of entry and exit to the school grounds. 	<ul style="list-style-type: none"> 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 of the allocated school entrance and exit 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 and PHE schools resources 	<p>Walkthrough video on website.</p> <p>Zoom used for meeting with parents</p>	M
Procedures for medical care, isolation and confirmed cases	<ul style="list-style-type: none"> Use the School Hall next to fire escape at the back of the staff room where necessary for the isolation of pupils. 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, Track and Trace will get in contact to identify any close contacts and then provide any close contacts with appropriate instructions or advice. 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. Routine temperature checks will not be used at the school. 	<ul style="list-style-type: none"> If anyone becomes unwell with a new, continuous cough, a high temperature or loss of smell or taste 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. 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. 	<p>School Hall, next to fire exit.</p> <p>Contact details for contact tracers/NHS/swab test referral through TTLP/Self-referral through Govt. website.</p> <p>https://www.gov.uk/apply-coronavirus-test-essential-workers</p>	H

Wednesday, 20 May 2020

Reviewed and amended following Lockdown 2.0 , 1 December 2020 Reviewed and amended following Lockdown 3.0, 6 January 2021 Reviewed and amended for reopening 24 February 2021 Reviewed and amended 14 May 2021 Reviewed and amended 22 July 2021 Reviewed and amended 31 August 2021

	<ul style="list-style-type: none"> ▪ PHE to instruct school closure in the event of COVID-19 outbreak (2 or more confirmed cases) ▪ Full compliance with Track and Trace. 			
Visitors	<ul style="list-style-type: none"> ▪ Any visitors should be carefully limited. ▪ Visitors should follow the mitigation directions contained within this Risk Assessment. ▪ If visitors are using the school hall or other parts of the building they should ensure that there is sufficient ventilation in that area. ▪ Volunteers can come in to school and continue to follow social distancing guidance. ▪ All volunteers and regular visitors are encouraged to self-administer a Lateral Flow Test on a Sunday and Wednesday evening and report the results to school. ▪ Parents should consider virtual communication alternatives where possible via email, telephone or video call. 	DfE guidance notes that volunteers can continue to offer voluntary services in school as long as protocols on mitigating actions are followed.		L

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