

## COVID-19 Risk Management Plan: Full Re-Opening of Schools in March 2021

Site / school name:	Eastbrook Primary Academy		
Name(s) of person(s) covered by this assessment:	<ul style="list-style-type: none"> <li>▪ Staff</li> <li>▪ Catering staff</li> <li>▪ Cleaners</li> <li>▪ Pupils</li> </ul>		
Tasks and activities covered by this risk assessment:	<ul style="list-style-type: none"> <li>▪ General childcare / wrap-around care &amp; education provision during COVID-19 including social-distancing and minimising contacts.</li> <li>▪ Cleaning and sanitisation</li> <li>▪ Food and catering services provision</li> <li>▪ Property maintenance and statutory compliance</li> <li>▪ General site occupancy and site movement</li> <li>▪ Personal hygiene</li> </ul>		
Equipment and materials used:	<ul style="list-style-type: none"> <li>▪ General class and teaching materials</li> <li>▪ Cleaning materials and equipment</li> <li>▪ Catering equipment</li> </ul>		
Location(s) covered by this risk assessment:	<ul style="list-style-type: none"> <li>▪ All school premises</li> </ul>		
Name of person completing this risk assessment:	Natalie Naylor/Julia Sherlock	Date of completion:	1 <sup>st</sup> March 2021
Risk assessment approved by:	Lucy Ellis	Date of approval:	
Date risk assessment to be reviewed by:	On-going at this point	Risk assessment no:	4

### Record of Risk Assessment Reviews

Date of review:	2/9/20 10/9/20 05/01/2021	Reviewed by:	Natalie Naylor Julia Sherlock	Comments / date of next review:	▪
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### Risk Consideration Priority Matrix

	Risk consideration that if not managed has the potential for severe impact on a school, for which the Trust requires information on its management controls to be detailed as part of the school risk management review.
	Risk considerations that, if not managed, may have some impact on the school and should form part of the school risk management review.

Risk consideration that do not present a significant risk but could form part of the school risk management review.

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
<b>Instructions for Using This Updated Template:</b> This document is essentially an update to the original Risk Management Plan (RMP) Template issued in May 2020 and follows the issuing of Government Guidance on Full Re-Opening of Schools from September 2020. Please click <a href="#">here</a> to view the full guidance. This new template essentially contains all of the sections found in the original version, however, and to take account of the new Government guidance: <ul style="list-style-type: none"> <li>➤ Sections highlighted in yellow will need to be reviewed / updated as necessary by the schools in light of the new Government guidance - please note that there will be some resultant changes to wording / content of the Risk Consideration descriptor in relation to these yellow sections.</li> <li>➤ Sections that are “greyed-out” are, in principle, unaffected by the new Government guidance and the management arrangements / actions / methodology identified in your previous RMP will remain generally appropriate, however, you must still consider their adequacy going forward for the purposes of this updated RMP in the event that those arrangements need revising or upscaling to account for the increased school population on full re-opening. Some updating may also be required to take account based on experience and “lessons learned” since partial re-opening in June</li> <li>➤ An Appendix (red section) has been incorporated at the end of this document in order to capture brand new issues presented by the new Government Guidance that schools must consider and address with satisfactory management arrangements, further actions and a RAG-Rating. – remember that the requirement is for sensible and proportionate control measures which follow the health &amp; safety hierarchy of control to reduce the risk to the <u>lowest reasonably practicable level given a schools particular and individual circumstances</u>.</li> <li>➤ Please read through the whole of this template including the new Appendix section prior to completing your updated RMP - any questions, please contact Estates.</li> </ul>				
<b>Social-Distancing &amp; Minimising Contacts</b>	<i>Description of the prioritised areas of risk and issues identified by the Trust as requiring consideration as part of this Risk Management Process - example below:</i>	<i>Please identify and describe how each risk consideration factor has been reviewed, rationalised and applied (or achieved differently / improved upon) at school level and what management arrangements have been put in place.</i>	<i>Identify and describe any additional actions or management arrangements that will need putting in place, over and above those already implemented, in order to ensure that risks are mitigated and managed effectively.</i>	<i>Identify any residual risks and issues that require further action and / or support and apply a RAG rating colour as per the matrix at the end of this document.</i>
	Schools should review the allocation of space available for education activities in order to minimise the number of contacts that a pupil has during the school day and to maximise social-distancing between those in school as much as is reasonably possible. Please confirm general arrangements for grouping children together (“bubbles” - e.g. by class or year group); avoiding contact between separate	<ul style="list-style-type: none"> <li>Members of SLT (JS, NN, NO, GM) and premise manager SM will cross bubbles due to the role they hold within school – reminder to adhere where possible to social distancing rules, face coverings etc. Each PPA teacher will be assigned up</li> </ul>	<ul style="list-style-type: none"> <li>PE equipment to be thoroughly cleaned ready and to be distributed to year groups ready for PE lessons. Equipment will need to be thoroughly sanitised before and after use – see additional</li> </ul>	

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	bubbles and maximising social-distancing within bubbles. Some mixing into wider groups for specialist teaching, wraparound care and transport may be considered appropriate.	<p>to two year groups to cover. Ensure these members of staff adhere to social distancing and effective hand hygiene routines.</p> <ul style="list-style-type: none"> <li>▪ Bubbles will be year group based.</li> <li>▪ PE equipment will be separated into boxes and cleaned between uses.</li> <li>▪ Provision for SEN children (speech and language) will continue in a well-ventilated classroom. Adults who deliver speech and language sessions will continue to use a face shield and maintain adequate distance.</li> <li>▪ Children who require 1:1 support will have a social story to support them with the new routines and to explain the importance of social distancing</li> </ul>	<p>guidance under PE (72 hours for plastics)</p> <ul style="list-style-type: none"> <li>▪ Breakfast club to begin on Tuesday 2<sup>nd</sup> March. Breakfast club – children to remain in year group bubbles with separate packs of resources for each year group. Staff to continue with the same routines as the Autumn Term. Breakfast staff to review risk assessment and make changes if required.</li> <li>▪ After school club to begin on Wednesday 10<sup>th</sup> March. Continue with the same set up as Autumn Term – each year group to have designated table with resources. Resources to be cleaned thoroughly. Staff to look at risk assessment and amend if required.</li> </ul>	
	Class layouts will need to be adapted (possibly pupils forward-facing / side by side) and placed in such a way to reduce pinch points, ensuring that free movement is possible and to maximise social-distancing. Ideally, adults should maintain a 2m distance from each other, and from children. Close face to face contact should be avoided and time spent within 1 metre of anyone should be minimised.	<ul style="list-style-type: none"> <li>▪ Where possible, classrooms to be arranged with tables facing forwards. SLT to support class teachers with this layout and ensure any issues that may arise such as ‘pinch points’ are resolved. Maximise social distancing ensuring that there is free movement</li> </ul>	<ul style="list-style-type: none"> <li>▪ Once classroom has been laid out, there will be a greater understanding as to whether these expectations can be adhered to safely.</li> <li>▪ Additional furniture may need to be stored elsewhere.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Classroom arranged which showed some issues.</li> <li>▪ KS1 classrooms will be set up as normal</li> <li>▪ EYFS will continue to set the classroom up as normal to support child-initiated learning (increase hand hygiene and cleaning where possible).</li> </ul>

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		<p>around the room (some furniture may be removed).</p> <ul style="list-style-type: none"> <li>Look at the number of staff within each classroom and ensure that they are able to maintain social distance with each other. Also, minimise the number of adults interacting in each bubble.</li> </ul>		<ul style="list-style-type: none"> <li>Based on the tables we will need to create an effective classroom layout. Some tables may need to be grouped but we will ensure that we maintain maximum social distance as possible.</li> <li>Individual adults to be offered face shields if they are delivering speech interventions, phonic lessons or to any adult who would prefer that level of protection</li> </ul>
	Lock off any rooms / facilities not required and / or not in use - clean and "mothball" any areas identified as not being needed for extended periods of time. This will reduce potential contamination.	<ul style="list-style-type: none"> <li>Identify which rooms will be used for children in school.</li> <li>Staff who are planning remote home learning will be able to use the spare room available. Staff to ensure children do not use these rooms. Staff to inform cleaning teams which rooms have been used by children and which rooms have been used exclusively by staff.</li> <li>Cleaners to deep clean rooms and put up a sign to ensure no one enters the room</li> <li>Swimming pool and changing rooms to not be used</li> <li>Staff to be aware which rooms will not be available to staff</li> </ul>	<ul style="list-style-type: none"> <li>Discuss use of learning zones with staff – do we assigned learning zones to a specific year group. Ensure thorough cleaning of the space takes place between groups</li> </ul>	<ul style="list-style-type: none"> <li>Changing rooms not in use</li> </ul>
	Consider school parking arrangement to reduce congestion. Priority must be given to disabled users and those identified as having health	<ul style="list-style-type: none"> <li>Only staff to use carpark – staff arrive and leave at various times.</li> </ul>	<ul style="list-style-type: none"> <li>Only identified parents will use the carpark – staggered start and end times for children to avoid the foyer becoming busy.</li> </ul>	

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	related issues. Provide relevant guidance to parents on drop-off and pick-up arrangements.	<ul style="list-style-type: none"> <li>Identify which parents need a disabled space and ensure priority is given</li> <li>Staggered start for parents if using the staff carpark</li> <li>There is one staff member who requires a disabled space</li> </ul>		
	Implement people-management at key times of the day to maintain social-distancing and to minimise contacts such as at pupil drop-off, break times, lunchtime and pupil pick-up.	<p><b>Start of the day/end of day –</b></p> <ul style="list-style-type: none"> <li>Staggered start at the beginning of the school day and will be: EYFS- 8.50-9.05 Year 1 - 8.50-9.00 Year 2 – 8.40-8.50 Year 3 – 8.40-8.50 Year 4 – 8.45-8.55 Year 5 – 8.40-8.50 Year 6 – 8.50-9.00</li> <li>End of day routine: EYFS – 2.55-3.05pm Year 1 – 2.50 – 2.55pm Year 2 – 2.45 – 2.50pm Year 3 – 2.45 – 2.50pm Year 4 – 2.50 – 3.00pm Year 5 – 2.55 - 3.00pm Year 6 – 3.00 – 3.05pm</li> <li>Continue to use specific route into school for parents to use</li> <li>Reception and KS1 to use main gate into school and exit the side gate by Reception.</li> <li>Years 3, 4 and 5 to use the gate which leads onto the KS2 playground</li> <li>Year 6 to use the gate leading onto the KS2 playground</li> <li>Letter to remind parents about the drop off and pick up times – to be sent w/c 1<sup>st</sup> March</li> </ul>	<ul style="list-style-type: none"> <li>Amend signs if required to be printed to let parents know which way to enter/ exit the school</li> <li>Based on pupil numbers, continue to think about the entrance and exit to classrooms.</li> <li>SLT and school premises manager to carry out a walk around the entrances and exits to see which routes would work best for pick up and drop offs.</li> <li>Ensure 2 metre spray paint is clearly visible on the ground to make parents aware of the 2m rule.</li> <li>Display signs outside doors</li> <li>Keep classroom entrances clear</li> <li>Ensure there is enough staff to adequately supervise the children within each group to avoid multiple interactions with other groups</li> <li>Discuss with Caterlink their updated risk assessment. Will there need to be any adjustments?</li> <li>Discuss the use of the dining hall – which groups would use it?</li> </ul>	<ul style="list-style-type: none"> <li>Parents may not adhere to the social distancing rules</li> <li>Children will not be able to adhere to the social distancing rule within their group</li> <li>Guidelines for MDM</li> <li>Members of staff to wear face masks/ shields when meeting/ dismissing children in the mornings</li> </ul> <p>There will be a known risk that at break and lunch time, as all KS2 children will be using the same toilets (year 3 and 4) and will not use their designated year group toilets. Toilets and sinks have been allocated to the different year groups to avoid cross contamination</p> <p>Break and lunchtime rotas have now been devised</p> <p>Staff who work in the dining room/ main hall to wear PPE (mask/visitor, gloves, apron)</p>

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		<ul style="list-style-type: none"> <li>Ensure doors have an adequate amount of floor space to allow parent to drop off their child</li> </ul> <p><b>Break time</b></p> <ul style="list-style-type: none"> <li>Each year group to have their break at a specific time to avoid spread of infection</li> <li>Children to exit the classroom onto a specific piece of playground to avoid the risk of interacting with others</li> <li>Same members of staff to supervise the group of children</li> <li>Set breaktime rota to avoid groups interacting</li> <li>Children to only use their own playground equipment if adults can guarantee sufficient cleaning before use and no other groups using it – think about each group having a set box of play equipment</li> </ul> <p><b>Lunch time</b></p> <ul style="list-style-type: none"> <li>Same set of adults to supervise the children – deploy MDM supervisors to assist with lunchtime (keep in same year group to avoid cross contamination)</li> <li>Children to enter and exit through their door onto their outside space</li> <li>Staggered lunchtimes: R. 1 and 2 to use the dining room</li> </ul>	<ul style="list-style-type: none"> <li>Guidance on the expectations when interacting with children for MDM supervisors</li> <li></li> </ul>	<p>Staff who are directing parents on the playground at the start and end of the day to wear a face covering.</p> <p>Staff who are greeting parents at the start and end of the day to wear a face covering (mainly EYFS/ KS1/KS2)</p>

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		<ul style="list-style-type: none"> <li>at separate times, thorough clean between year groups</li> <li>Year 3 and 4 to continue to use classrooms</li> <li>Year 5 and 6 to use main hall at different times.</li> </ul> <p><b>When working with the children</b></p> <ul style="list-style-type: none"> <li>Try and minimise interaction with children</li> <li>Regular hand washing will need to take place</li> <li>Position tables to ensure maximum social distancing</li> <li>If carrying out speech and language, face shields can be worn.</li> </ul>		
	Ensure that the responsibility for and management of any facilities shared with third-parties is clearly agreed and defined as is the interface with any third-parties in the shared use of those facilities in order to maintain effective social-distancing and minimise contacts.	<ul style="list-style-type: none"> <li>Communicate with food suppliers and contractors about opening in September</li> <li>If food suppliers are entering the building, remind them about using the sanitiser, maintain a safe distance, altering delivering times to the start of the day when minimal staff are in the building or leaving their deliveries outside of the school building</li> </ul>	<ul style="list-style-type: none"> <li>May need to ask cleaners to amend their hours to accommodate additional cleaning rotas.</li> <li>Contact Caterlink re safe working in the kitchen and how to avoid cross contamination of groups/ PPE</li> </ul>	
	Communicate all new working / school arrangements to parents and any updates to those arrangements as soon as possible.	<ul style="list-style-type: none"> <li>Letter to be sent to parents about the arrangement for March to include expectations around social distancing, start times, entering and exiting the school grounds, increased hand washing etc</li> </ul>	<ul style="list-style-type: none"> <li>Continue to update parents if new guidelines are published.</li> <li>Allow staff time to respond to the risk assessment</li> <li>Emails being sent to parents about reopening</li> </ul>	<ul style="list-style-type: none"> <li>Start times and dates are to be confirmed and sent to parents ready for March (some changes in pick up/drop off times for certain year groups)</li> </ul>

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		<ul style="list-style-type: none"> <li>Staff to be aware of the new arrangements and to provide time to respond any queries</li> <li>Risk assessment – mention to staff during the communication meeting/ update code of conduct with key messages and staff guidelines to be amended.</li> </ul>		
	Display signage prominently within school and on the outside of buildings to encourage social-distancing and minimising contacts (employ multiple-language signage where necessary).	<ul style="list-style-type: none"> <li>School to continue to use the routes already in place</li> <li>Arrows to be printed and laminated to show the drop off and pick up route. Ensure spray paint markings are still visible – SM to complete and respray arrows.</li> <li>Provide social distancing reminders for parents and display prominently</li> <li>Ensure additional signs are positioned on the gate and playground</li> </ul>	<ul style="list-style-type: none"> <li>SLT and SM to walk around the school grounds to check signs markings</li> <li>Check signs are prominent on doors to show where each year group will enter and exit</li> </ul>	<ul style="list-style-type: none"> <li>Staff to remind parents/carers to adhere to social distancing</li> <li>The school premises manager is normally on the main gate. Additional staff would need to assist at the start and end of the day.</li> <li>Known risk but we are managing</li> </ul>
	It is expected that all staff will be at work (i.e. in school) w.e.f. the start of the new academic year (or 1 <sup>st</sup> August 2020 as applicable) including those that are deemed clinically vulnerable, extremely clinically vulnerable, those with underlying health conditions and / or those who may otherwise be at increased risk from COVID-19. Please contact HR with regard to any specific questions concerning staff in these categories.	<ul style="list-style-type: none"> <li>Currently there are members of staff who are classed as clinically extremely vulnerable/ pregnant.</li> <li>NN to make contact with these members and make regular check ins</li> <li>Individual risk assessments have been written for these members of staff and are in the process of being updated based on the new guidelines</li> <li>Where possible, staff who are classed as clinically</li> </ul>	<ul style="list-style-type: none"> <li>Once these conversations have been had, SLT can devise next steps.</li> <li>HR may need to be contacted for additional advice.</li> </ul>	<ul style="list-style-type: none"> <li>Individual risk assessments to be updated</li> </ul>

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		<p>extremely vulnerable are working from home. Additional spaces have been assigned for staff who require an office to work from.</p> <ul style="list-style-type: none"> <li>▪ <b>Staff who are working in school</b></li> <li>▪ SLT to show staff risk assessment</li> <li>▪ Continue to remind all staff to adhere to social distancing guidelines</li> <li>▪ Meetings to be via teams, email or zoom to minimise contact</li> <li>▪ Staff to seek advice from SLT if they feel that they do not feel safe</li> <li>▪ Check in on staff and provide mental health and well-being support (VS to identify resources)</li> <li>▪ Face coverings are to be worn by staff when not at their 'normal' working area such as corridors, photocopiers.</li> <li>▪ Staggered break and lunch times</li> </ul>		
	Display signage prominently at site entrances to encourage social-distancing and minimising contacts (multiple-language signage where necessary).	<ul style="list-style-type: none"> <li>▪ Staggered start at the beginning and end of the day to avoid parents standing too close to each other</li> <li>▪ Ensure lines/dots/arrows are visible on the playground so parents are aware of the rule</li> </ul>	<ul style="list-style-type: none"> <li>▪ Print off and laminate signs and position where they can be visible, including outside classrooms</li> <li>▪ Assign SM additional staff to assist in marking the playground</li> </ul>	

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		<ul style="list-style-type: none"> <li>Provide classrooms where parents can easily access from the playground</li> </ul>	<ul style="list-style-type: none"> <li>SM will need to undertake spot checks to ensure signage does not fall off/ come off</li> </ul>	
	Limit parent vehicular access to car parks to essential car-users only - this will require active management at drop-off and pick-up times and potential pre-arrangements to be made - implications for the impact on local residents resultant from increased on-street parking should be considered on an individual school basis.	<ul style="list-style-type: none"> <li>Staggered start times to avoid gatherings of parents</li> <li>Parents to not use school carpark to drop and pick up children unless it has been agreed.</li> <li>Residential streets around the school may cause issues with residents walking around at pick up and drop off times</li> <li>Most parents are within walking distance to school so this may reduce the traffic during the school drop off and pick up times.</li> </ul>	<ul style="list-style-type: none"> <li>SLT to identify the start times for the year groups</li> <li>May need to send a letter to residents to let them know the school timings</li> </ul>	<ul style="list-style-type: none"> <li>Residents may be worried about the volume of parents dropping off and picking up. SLT to monitor the situation, in particular the path between the KS2 gate and the park.</li> </ul>
	Staff engaged in managing pupil access and egress from main site entrance and exit gates could, if deemed necessary and appropriate, verbally engage with adults to support social-distancing requirements and prevent unnecessary access.	<ul style="list-style-type: none"> <li>Letter to be sent to parents explaining the expectations when entering the school grounds and the social measures we will be putting in place</li> <li>Signage to be visibly positioned on gates to remind parents</li> <li>Additional staff to be positioned on the playground to proactively remind parents to adhere to the social distance guidelines</li> <li>Spray lines to mark 2m lines on the playground for parents to follow and spray clear arrows for the direction of travel</li> </ul>	<ul style="list-style-type: none"> <li>Text messages to be sent out to provide further reminders</li> <li>Staff members to be positioned in a specific place where they will be able to see the entrances, exits and playgrounds and to be 2 metres away from parents</li> </ul>	<ul style="list-style-type: none"> <li>Parents may need reminders to adhere to social distancing</li> <li>Staff may need to be present to support parents with the new systems and increased hand hygiene for children entering the school.</li> </ul>
	Where possible, designate communal facilities such as toilets, cloakrooms and cycle racks to nearby discrete groups to reduce unnecessary pupil movement within school and assist social-distancing and minimise contacts - portable coat racks and cycle racks could be relocated.	<b>Toilets</b> <ul style="list-style-type: none"> <li>Year 5 and 6 children to use shared toilets as there is a lack of facilities</li> <li>One child to go to the toilet at a time. Staff member to</li> </ul>	<ul style="list-style-type: none"> <li>We do not have enough toilets to accommodate the different groups of children Year 5 and 6 and KS1 boys. This will mean that year groups will need to use the same toilets.</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 and 2 children – girls and boys would need to use the same toilets - signs to be displayed on toilet doors for the</li> </ul>

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		<p>supervise the toilets as much as possible – cannot be guaranteed</p> <ul style="list-style-type: none"> <li>▪ EYFS – the two EYFS classrooms will use the toilets situated in their classrooms</li> <li>▪ <b>Year 1 and 2 children – girls will use the same toilets- signs on toilet doors for the girls so that they only use specific toilets. Only 1 toilet in the boys and 2 urinals so may cause a problem. Known risk</b></li> <li>▪ Toilets will need to be monitored throughout the day for cleanliness levels (Sharon) and cleaned thoroughly at the end of every day.</li> <li>▪ Year 3 and 4 children will need to share the allocated toilets at the end of their corridor. Use signs on the doors to indicate which toilet each year group/class will be able to use.</li> </ul> <p><b>Hall</b></p> <ul style="list-style-type: none"> <li>▪ Equipment will need to be cleaned in-between PE use, so a member of staff will need to be appointed in each year group/class bubble</li> <li>▪ Whole school assemblies will now take place – via zoom instead</li> </ul>	<ul style="list-style-type: none"> <li>▪ Year groups will therefore mix unless there is an adult supervising each toilet to ensure that children adhere to hand washing routine when using the toilets</li> <li>▪ If two children need to go to the toilet at the same time a queuing system will need to take place as the toilets are small (1 child in, 1 child out system)</li> <li>▪ Lines will need to be marked on the floor</li> <li>▪ The same toilets will need to be used during break and lunch time to avoid cross contamination of groups</li> <li>▪ Cleaners may need to change their hours to suit the needs of the school</li> </ul> <ul style="list-style-type: none"> <li>▪ Evaluate cleaning tasks as the hall may need to be cleaned every day</li> <li>▪ Consider how the hall will be used for lunch time</li> </ul>	<p>girls so that they only use specific toilets. In KS1, only 1 toilet in the boys and 2 urinals so may cause a problem. This will be a known risk. Increased spot checks and cleaning will take place</p> <ul style="list-style-type: none"> <li>▪ Year 3/4 and 5 at break and lunch time. Toilets have been allocated for specific year groups</li> </ul>

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		<ul style="list-style-type: none"> <li>Ensure doors are kept open unless they are a fire door</li> </ul> <p><b>Cloakrooms</b></p> <ul style="list-style-type: none"> <li>Staggered start to the school day and end of day to avoid too many children gathering at the classroom doors</li> <li>EYFS/KS1 cloakrooms very small so these year groups will need portable cloakrooms to be kept outside or coats on the back of seats, PE kits in boxes/worn only on a certain day and minimal items brought in from home</li> <li>KS2 children to put their bags and coats in their cloakrooms</li> <li><b>Cycle racks</b></li> <li>One main cycle rack at the front of the school which will go against the one-way system. New areas designated for the different year group phases. This has been communicated with parents</li> </ul> <p><b>Dining room</b></p> <ul style="list-style-type: none"> <li>Discussion needs to take place on who would use the dining hall and layout of tables</li> <li>Only 8 children would be allowed on each table (normally fits 16)</li> </ul>	<ul style="list-style-type: none"> <li>Coats and bags to be stored on cloakroom pegs – remind children to only bring in essential items such as lunchbox, coat and water bottle. Ensure at the end of the day, at the end of break and lunch time and at the start of the day, that children do not congregate in the cloakroom.</li> <li>Cycle rack is not portable</li> </ul> <p>Known risk- cleaning will need to take place in between year groups, will take longer to set up the dining room,</p>	<p>Rota for lunch time has been devised. 3 year groups will use the dining hall and 2 year groups will the main hall. 2 year groups will use their classroom.</p>

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		<ul style="list-style-type: none"> <li>Specific places for the children to sit</li> <li>Additional cleaning staff would be needed during sittings</li> <li>Continue with same lunch time arrangements as the Autumn Term</li> <li>Washing of hands when entering and exiting the dining hall</li> </ul> <p><b>Changing rooms</b></p> <ul style="list-style-type: none"> <li>Changing rooms would not be used</li> <li>Remind staff that these rooms would be closed to avoid the spread of infection</li> </ul> <p><b>Shared EYFS area</b></p> <ul style="list-style-type: none"> <li>Currently EYFS share an outdoor space for both classrooms which lead to the classroom door</li> <li>Shared area would need to be split between the two classrooms</li> <li>Toys that are difficult to clean would need to be removed</li> <li>Equipment in the shared area would need to be cleaned</li> </ul>	<p>Children in years 3, 4, 5 and 6 who have ordered a hot school dinner will have their food delivered to them on a trolley by a member of staff. This will avoid children entering the dining room where another year group will be. Continue to remind children about increased hand hygiene.</p>	<p>During lunch time, children will be sat with their class bubble to minimise further interactions. Staff who work in the dining to wear PPE (mask/visitor, gloves, apron)</p> <p>Additional kitchen equipment to be ordered such as gravy jugs, serving platters for salad (KS2),</p> <p>Children in Year 1 – 6 will be given an individual pack of equipment</p> <p>EYFS will regularly clean equipment and promote hand washing – individual risk assessment written</p>
	Where possible designate one primary entrance to the school site and one, separate, primary exit - where this is not possible; entrance to and exit from sites at drop-off and pick-up times should be managed and supervised to maintain social-distancing and minimise contacts.	<ul style="list-style-type: none"> <li>The school has 3 gates for parents to enter and exit the school. Only 2 are suitable to use</li> <li>Lower KS2 to use gate nearest the park. Again, signs and markings to indicate 2m distance.</li> </ul>	<ul style="list-style-type: none"> <li>SLT and SM to walk through the plan to see if there are any pinch points</li> <li>Ensure markings are visible on the playground</li> </ul>	

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
		<ul style="list-style-type: none"> <li>EYFS/Year 1 children to enter the main gate and then exit the school using the side gate by EYFS. Signs and markings to indicate 2m rule</li> <li>SLT would need to identify staff to manage the drop off and pick up</li> <li>Parents to be informed by letter on the arrangements</li> <li>One adult to drop off</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Upper KS2 will use the same side gate as year 5 and 6 – all subject to change if required</li> <li>Monitor the volume of families/pupils who would be standing outside the KS2 gate as the pathway is very narrow and will be used by the general public – ensure gate is opened promptly. When parents/carers are picking up their child, allow parents to line up on the playground behind their child's designated class.</li> <li></li> </ul>	
	Implement one-way systems for people-movement around the outside of and between buildings - support with signage, barriers, floor markings and staff supervision.	<ul style="list-style-type: none"> <li>No need for a one-way system as we only have 1 main building with three 'wings'</li> <li>Corridors have been split down the middle.</li> <li>Cross hatched sections when 'wings' join onto the main corridor</li> <li>Think about parents who have mobility issues and have younger children in pushchairs</li> <li>Think about pupils who have mobility issues</li> <li>Letter sent to parents explaining the one- way system when moving outside the school building</li> <li>Staff to be shown the system</li> <li>One-way system inside the school building has been implemented in KS1 and is working well</li> </ul>	<ul style="list-style-type: none"> <li>SLT and SM to walk through the one-way system for people to move safely around the outside of the building</li> <li>Check that the outside route would be easily accessible for parents who have mobility issues and parents with pushchairs/prams</li> <li>Check the route for pupils who struggle with their mobility when they return to school. Ensure route is safe for them.</li> <li>Print off signs and put down floor markings</li> <li>See boxes above regarding staff supervision</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Identify clear one-way system around the outside of the building once pupil numbers have been confirmed</li> <li></li> </ul>

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	Designate one primary entrance to each building (and one, separate, primary exit).	<ul style="list-style-type: none"> <li>The school has one building and one office</li> <li>The school has 3 gates for parents to enter and exit the school, but only 2 will be used.</li> <li>Lower KS2/ Upper KS2 will use the gate nearest the park. Again, signs and markings to indicate 2m distance – staggered start times</li> <li>EYFS/KS1 children to enter the main gate and then exit the school using the side gate by EYFS. Signs and markings to indicate 2m rule</li> <li>SLT would need to identify staff to manage the drop off and pick up</li> <li>Parents to be informed by letter on the arrangements</li> </ul>	<ul style="list-style-type: none"> <li>SLT and SM to walk through the plan to see if there are any pinch points</li> <li>Markings will need to be put onto the playground</li> <li>Additional support would be needed to support SM in preparing the school for opening</li> <li>Think about the use of the school office for children who are late</li> </ul>	<ul style="list-style-type: none"> <li>A plan for entrance and exit has been discussed – adjustments may need to be made.</li> </ul>
	Implement one-way systems for people-movement inside buildings - support with signage, barriers, floor markings and staff supervision.	<ul style="list-style-type: none"> <li>KS1 area has an inside one-way system in place Remove furniture if it is in the way. Ensure arrows are visible on the carpet to show direction. Children would walk as close to the yurt and around the bookcases to exit the area. When entering the KS1 area, children to walk past the two computers, past the piano and bookshelves. Staff would need to supervise this area</li> <li>Year 5/6 to use normal corridor. Remove all furniture in the corridor to make it wider. Split the corridor in half and provide</li> </ul>	<ul style="list-style-type: none"> <li>Look at the floor plan of the school and work as an SLT team to identify whether the route we have created is the best – has it worked? Do we need to make any amendments?</li> <li>Staff will need to be familiar with the one-way system and will need to convey this information to children</li> <li>Team of staff would need to continue to look at markings on the floor, produce signs, remove furniture etc to ensure it is ready for children</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
		<ul style="list-style-type: none"> <li>markings to show the direction of movement.</li> <li>Lower KS2 to use normal corridor. Split the corridor in half and put floor markings down Staff to ensure children adhere to the markings</li> </ul>	<ul style="list-style-type: none"> <li>Electronic disabled ramps on the stairs – to be aware of as a tripping hazard/ reduces space</li> </ul>	
	All pupil movement (individual or groups) within the school site and buildings to be <b>supervised and managed</b> . While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits.	<ul style="list-style-type: none"> <li>Clear route around the school building with signs and markings. May include an outside route being used if it is not feasible to find an internal route – think about weather and find different arrangements</li> <li>The teacher who is teaching that group will need to supervise the children to ensure that they adhere to the route.</li> <li>Some classes do not have a TA so this may pose a problem when monitoring the whole class during transition times for break</li> <li>Staff to be aware of the route and to follow the system</li> <li>Minimise children passing in the corridor by creating staggered break/lunch times</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will need to stick to the rules, amendments being made to the behaviour policy</li> <li>Will need additional staff to monitor the movement</li> <li>Look at the floor plan of the school and create an effective way for pupils and staff to move around the building safely.</li> </ul>	<ul style="list-style-type: none"> <li>It will be impossible to effectively supervise all children when moving around the building – known risk</li> </ul>
	Limit unnecessary pupil movement around the school to minimise contact with surfaces and assist social-distancing and minimise contacts with others - all ad-hoc movement to be managed / supervised / escorted (e.g. toilet breaks).	<b>Limiting pupil movement around the school</b> <ul style="list-style-type: none"> <li>Have a clear understanding as to which areas the different year groups will need to go to</li> <li>Plan the movement around the school and continue with one-way system, make amendments if needed</li> </ul>	<ul style="list-style-type: none"> <li>Impact on fire regulations and routes in the event of a fire. Amendments will need to be made to the policy (completed),</li> <li>Identify which classroom/areas will be used to store resources</li> <li>Look at children returning in March and update any behaviour plans as some may need additional support</li> </ul>	

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
		<ul style="list-style-type: none"> <li>▪ Ensure children only move around the school when necessary</li> <li>▪ If possible, use classrooms that have a door leading to an outside space which can be easily accessible for parents/ breaks and lunchtimes to minimise door handles being touched</li> <li>▪ Staff to be aware of the routes and encourage minimal movement of groups around the school unless essential</li> </ul> <p><b>Minimise contact with surfaces</b></p> <ul style="list-style-type: none"> <li>▪ Remove most soft furnishings and toys that are difficult to clean to avoid the spread of infection</li> <li>▪ Teachers to remove personal items from the sides of classrooms</li> <li>▪ Look at the maths, phonics and topic resources and decide which resources can be used as they are easy to clean. Rest to remain in storage or adhere to rules around cleaning i.e. 72 hours for plastics</li> <li>▪ Look at resources in the outside area and decide which can be used by EYFS children</li> <li>▪ Playground toys to be sectioned up for each group</li> </ul>		

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		<p>and after every lunch time, disinfected</p> <ul style="list-style-type: none"> <li>Children to be sat in a specific place in a classroom to avoid children touching various surfaces</li> <li>Remove all pencils and pens from the pots and provide children with their own pack of stationery to use unless teachers are happy to disinfect equipment before another child uses</li> <li>Children to be reminded to not put their fingers in their mouths and to wash hands thoroughly if they cough or sneeze</li> <li>Place reading books in a designated box. These will need to be disinfected before being put back onto the bookshelf</li> <li>Exercise books to be kept in the child's tray/ on the desk to avoid multiple people touching the books</li> </ul> <p><b>Ad-hoc movement to be managed</b></p> <ul style="list-style-type: none"> <li>SLT will adjust staffing arrangements if required. TA will have to support and supervise the moment around the school</li> <li>Most children will be able to follow the rules</li> </ul>		
	Ensure that doors in areas that need control measures and / or are part of amended routes have adequate and working locks - key holders	<ul style="list-style-type: none"> <li>Once classrooms being used are identified, SM to check that all locks work.</li> </ul>	<ul style="list-style-type: none"> <li>Staff members to be aware of who the two key holders are and to ensure that if they leave</li> </ul>	

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	for such doors, particularly primary entrances and exits, must be appointed with at least two key holders always on-site at any one time.	<ul style="list-style-type: none"> <li>Assign two staff members to be the key holders for opening the exits and entrances</li> <li>SM to walk around the building and to check the state of the locks – fill out in defects book if needed</li> </ul>	<p>the premises for a break, keys are kept in the office.</p> <ul style="list-style-type: none"> <li>If keys do not work in the locks, order and replace existing locks with new ones</li> <li>Once classrooms have been set up for March SM to look at the rooms and check locks etc</li> </ul>	
	Limit use of passenger lifts to essential users and only one at a time.	<ul style="list-style-type: none"> <li>N/A</li> <li>Electronic lifts on two of the stairs</li> <li>Currently not in use as we do not have any staff members of children requiring these lifts</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li><b>N/A</b></li> </ul>
	Schools that cannot implement a one-way system, particularly inside buildings should implement what amounts to a “give-way system” with provision of safe areas to wait in order to maintain social-distancing and minimise contacts.	<ul style="list-style-type: none"> <li>All classrooms to be used</li> <li>Staff to be shown the one-way system</li> <li>Children to be walked through the one-way system inside the school building so that they are familiar with the route</li> <li>‘Give way’ areas may need to be marked on the floor at specific pinch points in the corridors/ when exiting classrooms into the corridors</li> <li>Staggered times for groups to walk around the school, if required</li> </ul>	<ul style="list-style-type: none"> <li>SLT and SM to walk through the one-way system for people to move safely around the inside/outside of the building and think of where pinch points may occur – continue to use give way markings</li> <li>Check that the route would be easily accessible for staff and children who have mobility issues</li> <li>Print off signs and put down floor markings</li> <li>See boxes above regarding staff supervision</li> </ul>	<ul style="list-style-type: none"> <li>Children aware of the one-way systems already in place – continue to remind pupils and staff.</li> </ul>
	Use barrier tape, floor markings and signage to clearly identify routes, corridors, access stairs and doors temporarily taken out of use.	<ul style="list-style-type: none"> <li>Identify the classrooms that will be used</li> <li>Once on-way system has been identified, put floor markings and signage around the school</li> <li>Ensure staff members and pupils are aware of what the markings represent</li> </ul>	<ul style="list-style-type: none"> <li>More tape for floor markings may need to be ordered</li> <li>Check fire escapes and routes in preparation for March</li> </ul>	<ul style="list-style-type: none"> <li>Carry out a fire drill when pupils return to school</li> </ul>

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		<ul style="list-style-type: none"> <li>Think about the playground and what signs/markings will be needed</li> </ul>		
	Only one adult to accompany children to and from school - place notification signage outside the school entrances.	<ul style="list-style-type: none"> <li>Letter to parents explaining the expectations for picking up and dropping off.</li> <li>Once entrances and exits have been identified and the gates that will be in use, ensure signage is visible and marks are on the floor to show 2m distance</li> <li>Staggered start to dropping off and pick ups</li> <li>Think of strategies for children who may struggle to come into the classroom (may be distressed, anxious etc)</li> </ul>	<ul style="list-style-type: none"> <li>Staff to monitor pick and drop off timings to see whether route is working</li> <li>Reminders may need to be given</li> <li>Support may need to be given to parents who are feeling anxious and are struggling to let their child enter the classroom</li> <li>Year 6 to have a permission slip signed in order to walk home.</li> </ul>	Additional guidance has been sent out during the w/c 1 <sup>st</sup> March
	Extend and phase / stagger start / end times and the time windows for pupil drop-off and pick-up; stagger breaks times / lunchtimes all to facilitate ease of management of pupil movement, social-distancing and minimising of contacts. This is likely to mean significant restructuring to the school day and / or time extensions to both ends of the school day and not the implementation of rotas.	<p><b>Start of the day/end of day –</b></p> <ul style="list-style-type: none"> <li>Staggered start at the beginning of the school day and will be: 8.50-9.00am</li> </ul> <p>End of day timings – see above</p> <p><b>Break times:</b></p> <p>Years 1,3 and 5– 10.30-10.45 (allocated playground)</p> <p>Years 2,4 and 6 – at 10.45-11.00 (allocated playground)</p> <p>Timings for lunch times have now been confirmed.</p>	<ul style="list-style-type: none"> <li>Staggered lunch times and playtimes</li> <li>Salad bar would not be allowed, instead individual salad platters produced for children who would like salad.</li> <li>Additional time needed for setting up the dining room and hall</li> </ul>	<p><b>Timings for lunch have been thought through – some amendments may need to take place once children return to school</b></p> <p>Staff who are directing parents on the playground at the start and end of the day to wear a face coverings.</p>
	Phasing / timings of pupil drop-off and pick up to be communicated to parents to avoid unnecessary gatherings of people.	<ul style="list-style-type: none"> <li>Staggered start at the beginning and end of the day</li> <li>Provide time slots to the various year groups</li> <li>Avoid parents turning up late and going straight to the office to sign their child in</li> </ul>	<ul style="list-style-type: none"> <li>Think about child who may turn up late – procedure already in place but how do we manage when there are larger numbers? Decide on the best way forward to avoid lots of children coming through the office if late</li> </ul>	<ul style="list-style-type: none"> <li>Parents will need to be on time and to adhere to their allotted drop off and pick up time</li> </ul>

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		<ul style="list-style-type: none"> <li>Markings and signage to be displayed</li> <li>Letter to parents to explain the times for drop off and pick up and to reinforce the requirements of adhering to the social distancing rules</li> <li>Remind parents not to gather on the playground – staff to remind parents/carers</li> </ul>	<ul style="list-style-type: none"> <li>Communicate to staff the drop off and pick up times</li> <li>Update office staff on the correct register codes to use</li> </ul>	
	Pupils to go straight to classrooms upon arrival at school - adult waiting to be discouraged.	<ul style="list-style-type: none"> <li>Teachers and teaching assistants to be available to meet and greet the children</li> <li>Children who are struggling to come into school to be encouraged to separate – think of strategies (parents/carers may need to walk around the one way system again)</li> <li>Ensure children wash hands on entry to school and exit</li> <li>Letter to parents explaining the expectation of school drop offs and pick ups</li> </ul>	<ul style="list-style-type: none"> <li>Staff to monitor pick and drop off timings to see whether route is working</li> <li>Reminders may need to be given</li> <li>Support may need to be given to parents who are feeling anxious and are struggling to let their child enter the classroom. SLA to phone parent and provide support</li> <li>Specific child may be encouraged to come into school either first or last depending on what works best for them</li> </ul>	
	Pupil movement from site entrance to buildings, entrance into buildings and internal movement to classrooms should be adequately staffed / managed to facilitate efficiency and social-distancing and minimise contacts.	<b>Classroom</b> <ul style="list-style-type: none"> <li>Classes to be taught by a teacher and teaching assistant(s). No other staff members will be included in the 'bubble' apart from MDM, PPA teachers, student teachers or specific outside agency interventions. Same staff will stay with that group to avoid cross contamination</li> </ul>	<ul style="list-style-type: none"> <li>Regular cleaning may need to take place in the staff room</li> <li>Children will be grouped into a year group bubble to allow streaming to take place</li> <li>Staff to keep records of pupil groupings and seating arrangements to assist SLT if a closure of bubble was required.</li> </ul>	<ul style="list-style-type: none"> <li>Individual year groups to agree on whether each child will be provided with their own equipment (pencil, rubber etc) or will the equipment be cleaned between use</li> </ul> <p>PPA room now only contains 2 computers. Computers have been moved to learning</p>

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		<ul style="list-style-type: none"> <li>Classrooms will need to be rearranged with desks apart and children not in close proximity of anyone – this will involve two children per desk</li> <li>Furniture will need to be removed to increase floor space</li> <li>Trial rearrangement of tables</li> </ul> <b>Offices</b> <ul style="list-style-type: none"> <li>Staff to avoid using the office for photocopying and to use teams/emails when sharing messages.</li> <li>Perspex barrier between office staff and parents</li> <li>Encourage parents to communicate via phone or email</li> </ul> <b>PPA room</b> <ul style="list-style-type: none"> <li>SM to calculate the floor space of the PPA room as it is long but narrow and would not allow sufficient space for a person to pass (only 2 people could use the PPA room and would therefore need to be cleaned regularly.</li> <li>After using the photocopier and computer, use the wipes provided</li> <li>Computer have been moved out of the PPA room and into share areas to provide staff with somewhere to work.</li> </ul>		zones and we are trialling some members of staff working from home for PPA

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		<ul style="list-style-type: none"> <li>▪ Photocopier moved out of the PPA room.</li> </ul> <p><b>Staff room</b></p> <ul style="list-style-type: none"> <li>▪ Staggered break and lunch times to avoid too many people using the space</li> <li>▪ Handwashing will need to take place when staff members enter and exit the staff room</li> <li>▪ Staff to use their own cup and glass</li> <li>▪ Thorough washing of cutlery and cups would need to take place</li> <li>▪ Additional cleaning would need to take place (surfaces, handles, microwave, kettle etc)</li> <li>▪ When sitting in the staff room, adults to socially distance in the room</li> <li>▪ Continue to use one-way system (one door in and one door out)</li> </ul> <p><b>Toilets</b></p> <ul style="list-style-type: none"> <li>▪ Main staff toilets used by ladies are quite small. Staff would be unable to keep a safe distance in these toilets. Maximum of 2 members of staff in the toilets at one time – check before using</li> <li>▪ Other toilets in use are single use so staff would need to queue 2metres apart</li> <li>▪</li> </ul>		

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	Consideration has been given to the timing and management of visitors, contractors and deliveries to main reception and / or in the wider school environment in terms of maintaining hygiene, social-distancing and minimise contacts in-line with guidance issued separately by Estates.	<ul style="list-style-type: none"> <li>Communicate with food suppliers and contractors about when the best time would be to deliver food/school resources.</li> <li>If food suppliers are entering the building, remind them about using the alcohol gel, maintain a safe distance, follow one-way system, altering delivering times to the start of the day when minimal staff are in the building etc</li> <li>Additional measures will need to be put in place for staff who work in the office</li> <li>Social workers visiting vulnerable children</li> <li>Check with contractors that they are not exhibiting any of the COVID 19 symptoms</li> </ul>	<ul style="list-style-type: none"> <li>Contact suppliers to check their procedure and discuss alternative timings</li> <li>Contact Caterlink to discuss safe working guidelines</li> <li>Sign outside the office explaining that only 1 person allowed in at a time</li> <li>Face coverings must be worn when entering the school. Sanitisers available for people to use.</li> <li>Encourage parents to email or phone to minimise number of adults inside the school building</li> <li>If visitors have any symptoms do not allow in the building</li> </ul>	<ul style="list-style-type: none"> <li>Schedule of contractors who visit the school regularly to decide when, what time and where the best place would be for them to drop off deliveries</li> <li>Some contractors may have visited various establishments and could be spreading the infection</li> <li>Social workers may need to see vulnerable children so remind them about hygiene and social distancing. If a room is needed, use a space that has not been used and ensure cleaning staff are aware that another deep clean would need to be carried out after visit.</li> </ul>
	With the use of new areas for teaching and activities, there may be parts of the school occupied that would otherwise be empty or little used. Please review the impact this may have on escape routes, access to emergency equipment and fire equipment (such as extinguishers). Where any amendment to an escape route is proposed, please agree with Estates.	<ul style="list-style-type: none"> <li>Identify which classrooms will be used</li> <li>Carry out a fire drill in March when all children are back.</li> </ul>	<ul style="list-style-type: none"> <li>Policies already amended based on reopening in September</li> <li>Designate staff members to check toilets etc</li> </ul>	<ul style="list-style-type: none"> <li>Fire drill would need to be take place when the children return in March</li> <li>Identify any issues that may arise and address immediately</li> </ul>
	All new starters must be aware of fire safety arrangements, and in the event of any alterations to fire safety arrangements this change must be relayed to all staff. Pupils returning must be inducted and told of any alteration that may impact on their safety.	<ul style="list-style-type: none"> <li>New children who are joining the school would need to know the fire safety arrangements</li> <li>Staff to explain to pupils what would happen in the event of a fire</li> </ul>	<ul style="list-style-type: none"> <li>SM to carry out a fire drill for pupils</li> <li>Identify any issues that may arise</li> <li>Amend policy where needed</li> </ul>	

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
Fire Safety		<ul style="list-style-type: none"> <li>Walk through the scenario of a fire</li> </ul>		
	For staff that are to be appointed as a fire marshal must be provide suitable training (Flick and supported by site familiarisation). Schools and staff are to be aware that no compromises are to be made with fire safety and that the life safety of staff and pupils is a priority.	<ul style="list-style-type: none"> <li>SM (inc SLT) to check that fire marshals are in school</li> <li>If fire marshals are classed as extremely vulnerable or shielding, additional fire marshals need to be appointed</li> <li>Ensure training is given to the new fire marshals</li> </ul>	<ul style="list-style-type: none"> <li>Continue to review fire policy and make amendments where necessary</li> <li>New members of staff to carry out 'flick' training</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	<p>For staff or pupils that require any assistance in the event of a fire, a PEEP must be completed. Where assistance is needed in the event of a fire, it must be acknowledged that social-distancing requirements may not be met, but life safety must be prioritised in the event of a fire.</p> <p><b>NOTE:</b> <i>It is recommended that those staff for pupils needing physical assistance are consulted and agree. In the failure of agreement, they are to follow the governments self-isolation or shielding guidance. In the event of direct physical assistance, it must be understood that social-distancing is secondary to the life safety of occupants.</i></p>	<ul style="list-style-type: none"> <li>Identify children who may require a PEEP</li> <li>Two children identified needing a PEEP.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>PEEPs completed</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
Health & Medical Needs	The requirement to provide suitable, appropriately qualified first aid cover to all staff and pupils has been assessed with suitable first aid and / or paediatric first aid provided. Access to first aid facilities is maintained and the school suitable stocked with first aid sundries.	<ul style="list-style-type: none"> <li>School has 3 paediatric first aiders and two members of staff who have first aid at work.</li> <li>Paediatric first aiders will be assigned to EYFS and work 8.15-3.30.</li> <li>Each class will have a teacher and a first aider who has completed the basic level of first aid.</li> <li>By having a first aider with each group, it will avoid one first aider having to interact with all groups, minimising the risk of spreading the infection</li> <li>ER to carry out an audit on first aid resources and provide a kit for each group. First aid to be logged on a specific form and at the end of the week transferred onto their records</li> <li>When giving first aid, it will be impossible to socially distance</li> </ul>	<ul style="list-style-type: none"> <li>Records of staff and who has completed their first aid training. Ensure certificates are not out of date</li> <li>Nominated first aiders to be aware of the risks and to understand the procedure</li> <li>Update and amend first aid policy</li> <li>First aiders at work to be on-call to support if required</li> <li>Order additional supplies if required</li> <li>TA responsible for their class during break and lunch time</li> </ul>	<ul style="list-style-type: none"> <li>Staff may not want to interact that closely with the children due to their own anxieties. Provide support where needed and signpost to websites and help lines to talk about their feelings</li> <li>Masks and face shields can be worn</li> </ul>
	Staff or pupils with medical / intimate care needs have been assessed and relevant consents in place. Staff have been trained in the use of medications and increased level of control applied, to include the use of PPE when required (e.g. where 2m social-distancing cannot be maintained). Guidance from LA has been provided to manage pupils with intimate care needs.	<ul style="list-style-type: none"> <li>Identify which children have medical/ intimate care needs. Discuss these children in the next vulnerable pupil meeting and work alongside SENCo to create a plan</li> <li>Some children who have ASD will be in school from March – additional transition has been put in place. Update risk assessment and support is in place.</li> <li>10 children identified as needing intimate care</li> </ul>	<ul style="list-style-type: none"> <li>Check latest guidance from REACH 2 and local authority regarding PPE</li> <li>PPE have been sent to the school</li> <li>Risk assessment may need to be updated for specific children</li> <li>VS to talk to parents to make them aware of the school expectations what behaviours will be tolerated</li> <li>Outline the procedure for children who start to spit etc</li> </ul>	<p>Staff who work with children with ASD may not want to put themselves at risk</p> <ul style="list-style-type: none"> <li>Continue to familiarise with latest guidance</li> <li>VS to meet with specific parents and discuss ways forward</li> </ul>

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
			<ul style="list-style-type: none"> <li>Policies may need to be updated based on new procedures</li> </ul>	
Security	Consideration has been given to the security of high value items and personal belongings, ensuring that the school remains secure whilst in operation.	<ul style="list-style-type: none"> <li>EYFS/KS1 classrooms have a lockable cupboard where valuable can be kept</li> <li>KS2 staff members have access to lockers</li> <li>Ensure staff do not gather at the lockers – may need to stagger</li> <li>Lockers may need to be moved across the school to avoid large gatherings of staff</li> </ul>	<ul style="list-style-type: none"> <li>Ensure children are not left unattended in the classroom</li> <li>Teachers to have the key to open the EYFS/KS1 cupboard</li> <li>Remind staff to not bring in valuable items to school</li> <li>Seek out a member of SLT if an item of value has gone missing</li> <li>SM to look at where lockers could be moved to</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	For areas of the school which are not fully staffed; consideration is given to the main entry and exit points to the school, with suitable arrangements in place to ensure the security of the school from unauthorised visitors.	<ul style="list-style-type: none"> <li>Staff to be in the school office</li> <li>Only one person if allowed to enter the office</li> <li>When entering the office all visitors must use the alcohol gel provided</li> <li>Visitors must sign in and show their badge</li> <li>Visitors must be aware of the one-way system and the social distancing rules</li> <li>Visitors cannot enter the building unless they have been allowed in and must engage with track and trace.</li> <li>Ensure all gates are locked by the two designated key holders</li> <li>Remind visitors of the expectations around safeguarding</li> </ul>	<ul style="list-style-type: none"> <li>Staff to be vigilant when visitors enter the school building</li> <li>Staff can challenge and ask to see their badge if needed</li> <li>Follow the normal guidance on visitors</li> <li>Have a weekly schedule of the visitors who may require access to the school</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Cleaning &	The school has in place suitable cleaning program to take into account the increased cleaning of commonly used items such as handles, counters, IT equipment etc.	<ul style="list-style-type: none"> <li>SLT to talk to SM about the cleaning rota ready for March</li> <li>Handles, computers, IT equipment, surfaces, books, toys etc are being cleaned regularly</li> </ul>	<ul style="list-style-type: none"> <li>Place an order for cleaning supplies</li> <li>Ensure cleaning staff are aware of how to avoid the spread of cross contamination</li> </ul>	<ul style="list-style-type: none"> <li>Continue to audit the amount of cleaning products we are using</li> </ul>

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
		<ul style="list-style-type: none"> <li>Amend cleaning schedule if required</li> <li>Carry out an audit of cleaning supplies to ensure we have enough</li> <li>Laptops will need to be disinfected between use</li> <li>Staff to have their own bottle with disinfectant in their classroom—must sign COSH and to be locked away so children cannot reach</li> </ul>	<ul style="list-style-type: none"> <li>SM to talk to cleaning staff and remind them of the cleaning rota</li> </ul>	
	Staff or contractors engaged in cleaning are provided with suitable PPE and are competent to undertake their cleaning duties. Risk assessments are in place for cleaning activities and chemicals not accessible to staff or pupils. Please refer to the Estates guidance on cleaning - <b>NOTE</b> that this guidance will be updated further when new information is released by the Government in late July 2020.	<ul style="list-style-type: none"> <li>Cleaners have access to gloves and masks</li> <li>All cleaners wear gloves due to chemicals</li> <li>Chemicals are stored in lockable cupboards</li> <li>Risk assessments for chemicals</li> <li>COSH signed by staff</li> <li>PPE in isolation room and each class has a set</li> </ul>	<ul style="list-style-type: none"> <li>Cleaner's trolley to be left in an area not used by children to avoid children touching chemicals</li> <li>Purchase face masks/coverings for cleaners</li> </ul>	
	Cleaning is undertaken at a time where minimal disturbance is likely, reducing the risk to building occupants. Staggering of lunchtimes should take account of the need to clean dining hall surfaces between groups / bubbles.	<ul style="list-style-type: none"> <li>Cleaning to take place after school once the children have left the building</li> <li>Ensure cleaners are assigned a specific area of the school</li> <li>Handles and toilet doors cleaned at regular intervals during the day</li> <li>Increased pupil numbers and bubbles mixing in toilets will pose a particular risk</li> </ul>	<ul style="list-style-type: none"> <li>Amend start times for cleaners if required</li> </ul>	
	The school has maintained good supply of soap and access to warm water for washing hands. Appropriate controls are in place to ensure the suitable and frequent sanitisation of pupil's hands on arrival / before going into classrooms, before changing rooms, following breaks,	<ul style="list-style-type: none"> <li>SM to audit the amount of hand soap we have available in school ready for March</li> <li>When children enter the school, they must wash their hands</li> </ul>		<ul style="list-style-type: none"> <li>As a school, we can put in measures, but we cannot always monitor the children that closely.</li> <li>There is a risk that the infection may spread,</li> </ul>

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
	before / after meals, following the use of toilets etc.	<ul style="list-style-type: none"> <li>When going to the toilet, touching their mouth, coughing or sneezing, before and after meals, children must wash their hands</li> <li>Model washing hands effectively using a song, video, demonstration etc</li> <li>25 bins with lids have been purchased</li> <li>Have signs around the school explaining to the children about the importance of handwashing and how to wash hands effectively</li> </ul>		<ul style="list-style-type: none"> <li>causing pupils and staff to become ill</li> <li>SM ordered cleaning supplies such as sanitiser, disinfectant etc,</li> </ul>
Property	The school has ensured that relevant property statutory compliance checks have been completed and records updated on Parago. Daily, weekly and monthly checks have been reinstated and pre-opening checklist has been re-visited / completed prior to September re-opening.	<ul style="list-style-type: none"> <li>SM updates parago daily</li> <li>Weekly check list undertaken</li> <li>SM aware of pre-opening check list and completed</li> </ul>		
	All serious property concerns have been raised with the Estates Team and appropriate steps in place to ensure the safety of all building occupants.	<ul style="list-style-type: none"> <li>SM regular checks on the state of the building</li> <li>Noted on parago and additional paperwork</li> <li>Any concerns, SM raises with SLT</li> </ul>		
Food Service	The school has reviewed its arrangement for food preparation, handling and serving and had implemented a safe system to ensure that adequate hygiene standards are maintained that that pupils are served food in a way that maintained good principals of social-distancing. Arrangements must be in place to ensure that school kitchens comply with Guidance for Food Businesses on Coronavirus.	<ul style="list-style-type: none"> <li>Continue to make make contact Caterlink for guidelines for their staff serving food and whether PPE will need to be provided.</li> <li>Caterlink will follow food and hygiene standards</li> </ul>	<ul style="list-style-type: none"> <li>SBM in contact with Caterlink and discussed proposed safety measures</li> <li>Caterlink staff to wear face shields when serving food to the staff.</li> </ul>	

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
	Food serving areas have been reviewed and queuing and seating arranged to support good social-distancing principals and where needed phasing of lunch and breaks to disperse peak demands on food service.	<ul style="list-style-type: none"> <li>Maximum capacity of 8 children on a table in the dining hall based on social distancing principles</li> <li>Cleaning to take place between groups</li> </ul>		<ul style="list-style-type: none"> <li>Continue to monitor lunchtime arrangements and amend provision where needed</li> </ul>
	Suitable arrangements can be maintained to ensure allergy information is shared and communicated to all persons involved in food service.	<ul style="list-style-type: none"> <li>Identify which children will be returning to school</li> <li>Allergy information is displayed clearly in the kitchen</li> <li>Ensure teacher and teaching assistant in charge of that group are aware of the allergies</li> <li>Caterlink have met with staff and have removed any foods that may cause an allergic reaction</li> </ul>	<ul style="list-style-type: none"> <li>Member of the office to check the lunch menu and to highlight any potential allergy risks</li> <li>Ensure staff know where epi-pens are kept</li> </ul>	
APPENDIX: NEW RISK CONSIDERATIONS	Consideration has been given to the resumption (be it fully or built-up over time) of any breakfast and / or after-school provision (excluding non-contact sport) from the start of the Autumn term such consideration must take account how schools can make such provision work alongside their wider protective measures, e.g. keeping children within their bubbles or year groups where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.	<ul style="list-style-type: none"> <li>Breakfast club and afterschool club to resume from Tuesday 9<sup>th</sup> March.</li> <li>Staff to re-read the risk assessment and amend.</li> <li>Continue with the same arrangements as Autumn Term</li> </ul>	<ul style="list-style-type: none"> <li>Breakfast club will remain in the main hall. Outside doors have access to the hall, Small kitchen for preparing food, toilets near the hall (only 1 toilet) – this may pose a problem as KS1 children will be using them for the rest of the day – additional cleaning required</li> <li>Afterschool club to be held in the dining room. Parents will not be allowed to enter the main building. Parents/carers to use the buzzer to notify staff that they are there. Staff to bring child(ren) up to the main office and hand over to parent/carers.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to adhere to latest guidance from REACh2 and government</li> </ul>
	Plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised whilst still allowing for a break of a reasonable length during the day.	<ul style="list-style-type: none"> <li>Staggered break and lunch times to minimise the number of staff using the staffroom.</li> </ul>	<ul style="list-style-type: none"> <li>Use latest government guidance to update staff during weekly communication meetings</li> </ul>	

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
		<ul style="list-style-type: none"> <li>Use signs to remind staff about social distancing</li> <li>Update guidelines for staff ready for September INSET</li> </ul>	<ul style="list-style-type: none"> <li>Increased cleaning where needed</li> </ul>	
	Arrangements are in place to ensure good levels of ventilation throughout during the school day whilst not compromising security or safeguarding.	<ul style="list-style-type: none"> <li>Ensure windows are opened as soon as the children arrive for school.</li> <li>Outdoor doors to be locked at specific points during the day</li> <li>Teachers and teaching assistant are extra vigilant and be aware of vulnerable pupils</li> </ul>	<ul style="list-style-type: none"> <li>Each year group TA, who is on duty in the morning to greet children, to shut their door that leads onto the playground</li> </ul>	
	Consider how to clearly communicate and implement a process for removal and disposal of face coverings when pupils / staff who use them arrive at school.	<ul style="list-style-type: none"> <li>Most staff drive, walk or cycle to work</li> <li>If they go on public transport, face covering will need to be worn.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to adhere to government guidelines</li> <li>Members of staff who using public transport to be available for the morning</li> <li>Continue to adhere to government guidelines</li> </ul>	
	Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach with enough tissues and bins available in the school to support pupils and staff to follow this routine.	<ul style="list-style-type: none"> <li>Signs to be displayed around the school to remind children of the expectations</li> <li>Bins with lids have been purchased</li> <li>Model good hand hygiene etc</li> <li>Tissues to be available in each classroom</li> </ul>		
	Arrangements are in place for staff and pupils to bring in their own frequently-used equipment (e.g. pens, pencils etc.) to avoid sharing. Alternatively, a consistent set of equipment allocated by the school to specific individuals should be considered.	<ul style="list-style-type: none"> <li>Depending on which year group, each child to have their own set of stationery on their desk to avoid cross contamination. EYFS to increase cleaning of everyday stationery</li> <li>Staff to use their own pens etc</li> </ul>	<ul style="list-style-type: none"> <li>Update staff during weekly communication meetings/ via email of any new routines and logistical plans</li> </ul>	

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
		<ul style="list-style-type: none"> <li>Encourage PPA teachers to have their own pencil case with equipment</li> <li>Books to be already on each child's table</li> </ul>		
	Confirmation that the school has a sound understanding of Trust COVID-19 reporting protocols <b>and</b> the NHS Test & Trace process and, in respect of the latter, that relevant information has been passed on to staff and parents / carers.	<ul style="list-style-type: none"> <li>Continue to engage with track and trace</li> <li>Staff guidelines to explain the process – where to go and how to get tested and the self-isolation period (create flow diagram)</li> <li>Continue to read latest government guidance</li> <li>Staff to engage with lateral flow testing kits (twice weekly) and report results to the school and NHS</li> </ul>	<a href="https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/get-an-antigen-test-to-check-if-you-have-coronavirus/">https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/get-an-antigen-test-to-check-if-you-have-coronavirus/</a> <ul style="list-style-type: none"> <li><a href="https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works">https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works</a></li> </ul>	<ul style="list-style-type: none"> <li>Continue to update all groups to identify which children and staff members have been in close contact with one another.</li> </ul>
	Appropriate arrangements are in place for engaging with the Local Health Protection Team in the event of a confirmed case of COVID-19 as identified by NHS Test and Trace or beyond in the case of a potential wider outbreak.	<p>Dr Alison Barnett, Centre Director Civic Centre, Level 2 Tannery Lane Ashford TN23 1PL Telephone:0344 225 3861</p> <p>PHE Surrey and Sussex Health Protection Team (South East), County Hall, Chart Way, Horsham, RH12 1XA Phone: [tel://0344%20225%203861%20option%201%20to%204%20depending%20on%20area%20then%20option%201]0344 225 3861 option 1 to 4 depending on area then option 1 Out of hours for health professionals only: please phone 0844 967 0069 <a href="https://www.gov.uk/health-protection-team">https://www.gov.uk/health-protection-team</a></p>	<ul style="list-style-type: none"> <li>See guidance below</li> </ul>	
	Arrangements are in place for issuing / administering home-testing kits in the event that issuing such kits is deemed appropriate at the time.	<ul style="list-style-type: none"> <li>Testing kits available for parents through the government website</li> <li>Staff to engage with lateral flow testing kits (twice weekly) and</li> </ul>	<ul style="list-style-type: none"> <li>Further tests can be ordered.</li> </ul>	<ul style="list-style-type: none"> <li>Staff lateral flow kits are delivered regularly.</li> <li>New code for ordering additional kits if</li> </ul>

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
		<ul style="list-style-type: none"> <li>report results to the school and NHS</li> </ul>		<ul style="list-style-type: none"> <li>parents/carers are unable to access test kits</li> </ul>
	In the case of a COVID-19-symptomatic child awaiting collection; provide, if possible, a suitable room where they can be isolated behind a closed door, depending on the age / needs of the child with, if required, appropriate adult supervision (wearing appropriate PPE). Ideally, a window should be opened for ventilation. If this is not possible then establish an area which is at least 2 metres away from other people. If they need to go to the bathroom while waiting to be collected, they should use a separate facility if possible. The facility used must be thoroughly cleaned and disinfected before use by anyone else.	<ul style="list-style-type: none"> <li>Isolation room – VS</li> <li>PPE equipment already in the room.</li> <li>Windows to be opened</li> <li>Children can be monitored if required</li> <li>Hand sanitiser found outside the room</li> <li>INSET day – information re: how to wear PPE was given to staff along with a handout for them to read. Handout also on the door of the isolation room and by the PPE equipment</li> </ul>	<ul style="list-style-type: none"> <li>New staff will need to be trained in wearing PPE</li> <li>Latest COVID guidelines in line with the government</li> </ul>	
	Any dedicated transport services align with the principles underpinning the management controls set out elsewhere in this Risk Management Plan, e.g: <ul style="list-style-type: none"> <li>Transport groups reflect school groupings.</li> <li>Organised queuing.</li> <li>Hand sanitiser on boarding / disembarking.</li> <li>Cleaning of vehicles.</li> <li>Social-distancing within vehicles.</li> </ul>	<ul style="list-style-type: none"> <li>Most children will be either walking to school or using their family car</li> <li>If children do use public transport, they will be asked to adhere to government guidelines</li> <li>There will be hand sanitiser when children enter and exit the school</li> </ul>		
	Consider the relevance of and necessity to support local initiatives to depress the demand on public transport and increase systemic capacity by encouraging walking to school, implementation of “Walking Buses” etc.	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
	In EYFS settings, suitably qualified staff to child ratios are in place that meet regulatory requirements and ensure that the quality of care, safety and security of children is	<ul style="list-style-type: none"> <li>EYFS staff have the correct ratio of adults to staff, including lunch time</li> </ul>	<ul style="list-style-type: none"> <li>Continue to update staff where needed,</li> <li>EYFS risk assessment completed</li> </ul>	

	Risk Consideration	School Management Arrangements	Further Actions Needed	Risks, Issues & RAG Rating
	maintained - this provision must also include, where necessary, a suitable separate "baby room" or suitable partitioned-off area.	<ul style="list-style-type: none"> <li>Continue to adhere to the EYFS guidelines set by the government</li> </ul>		

Other Risks / Issues for School Leaders to Address:				
<i>Online Learning when year groups close</i>	<ul style="list-style-type: none"> <li>See Remote Home Learning Policy</li> <li>Teams live lessons be used by Years 5 and 6. Microsoft Teams basic training for staff to attend.</li> <li>Continue to maintain the website</li> </ul>	<ul style="list-style-type: none"> <li>EYFS continue to use Tapestry</li> </ul>	<ul style="list-style-type: none"> <li>Ensure parents/carers are aware how to safeguarding their child during live lessons</li> <li>Guidance sent to parents</li> </ul>	
<i>Members of staff who share a car when travelling to and from work</i>	<ul style="list-style-type: none"> <li>SLT are aware of who these people are.</li> <li>If one of the staff members tests positive/ displays symptoms the other member of staff would need to self-isolate</li> </ul>			
<i>In terms of Music, Dance &amp; Drama (including Music teaching in groups and individual 1-2-1's); provide confirmation of the arrangements in place to maintain social-distancing and minimise transmission of COVID-19.</i> <b>NOTE:</b> Following of and implementing the practically prescriptive DfE guidance on this point will be sufficient.	<ul style="list-style-type: none"> <li>Information can be found in the staff guidelines re: dance, drama, music.</li> <li>School performances to audiences cannot take place</li> <li>Singing to take place outside</li> <li>Music risk assessment completed with key information on a one page A4 document found in the staffroom.</li> <li>Where possible use larger areas for dance/drama</li> </ul>	<ul style="list-style-type: none"> <li>Continue to adhere to government guidance</li> </ul>		
<i>Ventilation – classrooms and corridors</i>	<ul style="list-style-type: none"> <li>Latest government guidance acknowledges that windows should be kept slightly ajar (if</li> </ul>	<ul style="list-style-type: none"> <li>SM to look at the different doors we have a to purchase fingers guards if required.</li> </ul>		

	<p>possible, windows that are high up).</p> <ul style="list-style-type: none"> <li>▪ When children leave the room for a break/lunch, fully open the windows to allow the air to purge</li> <li>▪ Windows in the corridors should be kept open where possible</li> <li>▪ Ensure that 'older style doors' (which are not slow closing hinged doors) have finger guards to stop the wind from closing the door quickly and causing injury to staff and/or pupils</li> </ul>		
PE lessons are prioritised around the use of outdoor spaces. Where this is not possible; large indoor spaces should be used maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene.	<ul style="list-style-type: none"> <li>▪ Each class to have a specific outdoor slot. If the weather is not suitable for outside PE, the hall can be used. Windows must be opened, children must sanitise hands when they enter and exit the hall, equipment to be allocated to each group, equipment to be sanitised before and after use, plan lessons that avoid contact</li> <li>▪ Changing rooms not to be in use – children to continue to wear their PE kit into school <ul style="list-style-type: none"> <li>▪ Swimming pool to remain closed until at least the Summer Term.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ PE leader to update staff on any new recommendations and ensure guidelines are adhered to.</li> </ul>	
Provide confirmation that arrangements for managing the use and disposal of face coverings (as referenced elsewhere in the RMP) also include provision for individuals with face covering exemptions.	<ul style="list-style-type: none"> <li>▪ Pupils who wear face covering to school should have their own plastic bag where their face covering can be stored in. They are</li> </ul>	<ul style="list-style-type: none"> <li>▪ Remind parents in letter w/c 1<sup>st</sup> March that we are recommending that adults wear face masks when entering the</li> </ul>	

	<p>reminded to wash their hands after thoroughly removing their face covering.</p> <ul style="list-style-type: none"><li>▪ Staff should adhere to the same guidance as above.</li><li>▪ More information can be found in the staff guidelines</li></ul>	<p>school grounds to drop off/collect child(ren)</p>	
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Review Date:	07/01/21	Reviewed by:	Natalie Naylor/ Julia Sherlock/ Lucy Ellis	Comments / Notes:	<ul style="list-style-type: none"> <li>Amendments made – partial reopening of the school</li> </ul>
Review Date:	13/01/21	Reviewed by:	Natalie Naylor/Julia Sherlock/ MLT	Comments / Notes:	<ul style="list-style-type: none"> <li>Amendments based on new guidelines from the government</li> <li>Revised risk assessment added</li> </ul>
Review Date:	01/03/21	Reviewed by:	Natalie Naylor/Julia Sherlock/ MLT	Comments / Notes:	<ul style="list-style-type: none"> <li>Amended risk assessment ready for March reopening</li> </ul>
Review Date:	12/03/21	Reviewed by:	Natalie Naylor Julia Sherlock	Comments / Notes:	<ul style="list-style-type: none"> <li>Amended start and finish times for year groups.</li> <li>Additional information regarding bicycle/scooter storage</li> <li>Music update</li> </ul>
Review Date:		Reviewed by:		Comments / Notes:	<ul style="list-style-type: none"> <li></li> </ul>
Review Date:		Reviewed by:		Comments / Notes:	<ul style="list-style-type: none"> <li></li> </ul>
Review Date:		Reviewed by:		Comments / Notes:	<ul style="list-style-type: none"> <li></li> </ul>
Review Date:		Reviewed by:		Comments / Notes:	<ul style="list-style-type: none"> <li></li> </ul>
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Review Date:		Reviewed by:		Comments / Notes:	<ul style="list-style-type: none"> <li></li> </ul>

## Overall Risk / RAG Rating Matrix

Likelihood	Description	Score
Low	No significant risk or low risk item that are well managed with no impact on school opening.	1
Medium	Some minor risk issues identified but management process in place within the school or trust to manage them.	2
High	Significant risk items identified that require rectification, or risk items beyond the school capability to manage.	3

### Local health protection team

#### Tidemill, St Marks, Aerodrome and RFA

PHE South London Health Protection Team,  
Floor 3C Skipton House, 80 London Road,  
London,  
SE1 6LH

[phe.slhpt@nhs.net](mailto:phe.slhpt@nhs.net); [slhpt.oncall@phe.gov.uk](mailto:slhpt.oncall@phe.gov.uk)

Phone: [0344 326 2052](tel:03443262052)

Fax: [0344 326 7255](tel:03443267255)

Out of hours for health professionals only: please phone 0344 326 2052

#### Eastbrook, Globe and WM

PHE Surrey and Sussex Health Protection Team (South East),  
County Hall, Chart Way,  
Horsham,  
RH12 1XA

Phone: [0344 225 3861](tel:03442253861) option 1 to 4 depending on area then option 1



## PHE SE COVID-19 Flowchart for Primary Schools and Early Years Settings

### What happens if there is a confirmed case(s) of COVID-19 in our Primary or Early Years setting?

Did the positive student/staff member attend school during the infectious period: 2 days before symptom onset (or test date if asymptomatic) to 10 days after?

✓ NO – no further action required by school beyond supporting student(s) as necessary during self-isolation

✗ YES – school carries out an on-site risk assessment using checklist

#### South East HPT email:

Surrey & Sussex HPT  
[ICC.SurreySussex@phe.gov.uk](mailto:ICC.SurreySussex@phe.gov.uk)

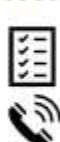
- Case should already be isolating at home.
- They should remain in isolation until 10 days have passed from symptom onset.
- The case's household (including siblings that attend other schools) should isolate for **10 days**

The school carries out on-site risk assessment to identify potential contacts during this period at:



- Large/small group sessions
- Additional on-site/ academic activities e.g. clubs/societies
- Events, trips and school transport

To identify contacts, use the risk assessment checklists, and:



- Attendance records, Seating plans and charts (if available).
- Speak to student (as necessary)

• Contacts are informed to self-isolate for **10 days** from date of last contact with template letters from parents and staff.

- The **wider school** is sent an inform and advise letter
- Inform your **Local Authority** of situation
- EY Settings - [family.info.service@westsussex.gov.uk](mailto:family.info.service@westsussex.gov.uk)
- Primaries - [ESWelfareGroup@westsussex.gov.uk](mailto:ESWelfareGroup@westsussex.gov.uk)

#### Who is a direct contact?

##### Direct close contacts:



- Direct face-to-face e.g. being coughed on or spoken to contact for any length of time OR within <1 metre for ≥ 1 minute.

##### Proximity contacts:



- <2 m for 15 minutes.

##### Travel contacts:



- Shared a small vehicle

If any of the following criteria are met, contact the **SE HPT**

- ≥ 10% of a bubble are cases within 14 days
- ≥ 10% of staff are cases within 14 days
- ≥ 3 bubbles are cases
- There have been any hospitalisations
- Your school is a SEND school
- 2 or more boarders/staff in a residential school

If you need advice or support you can access **the government schools guidance online** or contact the DfE helpline on **0800 046 8687**