

St Anne's Fulshaw CE Primary School Reopening Plan and Risk Assessment

Overarching Guidance for All Staff:

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

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

Staff Principles:

1. Do not come to work if you have coronavirus symptoms or go home as soon as these develop (informing your line manager) and access a test as soon as possible. Testing information is available online at <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested> or via Cheshire East Schools HR – please ask the Headteacher for further details
2. Clean your hands and wrists more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
3. Use the 'catch it, bin it, kill it' approach.
4. Avoid touching your mouth, nose and eyes.
5. Clean frequently touched surfaces often using standard products, such as detergents and anti-bacterial products
6. Think about ways to modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).
7. Consider avoiding calling pupils to the front of the class or going to their desk to check on their work if not necessary.
8. Help your class to follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. including by updating your classrooms displays with posters.
9. Prevent your class from sharing equipment and resources (like stationery).
10. Keep your classroom door and windows open if possible, for air flow.
11. Limit the number of children from your class using the toilet at any one time.
12. Limit your contact with other staff members, and don't congregate in shared spaces, especially if they are small rooms.
13. Make sure you've read the school's updated Behaviour Policy and know what role in it you're being asked to take.

Aspect	Measures to Implement	DfE Guidance	Notes	Initial Risk
Staffing including communication	<ul style="list-style-type: none"> ▪ Red amber green RA to be carried out weekly for staff to ensure their mental and physical health is taken into account. 	<ul style="list-style-type: none"> ▪ talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), 		H

	<ul style="list-style-type: none"> ▪ Mental health session and signposting to look at managing anxiety and stress levels to support staff in returning to school. ▪ Individual support packages and interventions available for staff if needed. ▪ Weekly self-assessment sent to Headteacher and update re: support required to Learning Mentor ▪ Staffing rota reviewed weekly to ensure only vital staff are present in school. ▪ Home working for staff where possible – flow chart for clinically vulnerable / extremely clinically vulnerable staff. ▪ One person in the school office at any time. Normal working in office with the option of home working where possible. ▪ Limit contact with other 'off-site' adults for all staff – no meetings with parents to take place on site and no additional adults will be admitted to the building. 	including discussing whether training would be helpful		
Staffing Rotas	<ul style="list-style-type: none"> ▪ Staff assigned to different bubbles/pods of pupils will remain the same for the duration of the term unless staff absence requires substitution ▪ Four bubbles/pods will be in operation: Keyworker/Vulnerable Pupils already established, Reception (from 15th June), Year 1 (from 22nd June), Year 6 (from 29th June) ▪ One teacher and one TA in each bubble/pod ▪ ASC Manager to return from 1st June 	<p>Keep cohorts together where possible and:</p> <ul style="list-style-type: none"> ▪ ensure that children are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days ▪ ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days 	Supervision during toilet needs- therefore two staff needed for in each bubble/pod	M
Pupils	<ul style="list-style-type: none"> ▪ Staggered start for four key groups of pupils: Keyworker/Vulnerable Pupils already established, Reception (from 15th June), Year 1 (from 22nd June), Year 6 (from 29th June) all dates are at the earliest and conditional on the five criteria set by government being met as well as a school-based risk assessment demonstrating a satisfactory basis to proceed ▪ Siblings are not included in different year groups unless those siblings are in a priority group and they should already be accommodated within the Keyworker/Vulnerable Pupil group. 	<p>As part of the response to coronavirus (COVID-19), educational settings have been asked to continue to provide care for a limited number of children and young people:</p> <ul style="list-style-type: none"> • those who are vulnerable • those whose parents/carers are critical to the coronavirus (COVID-19) response. <p>The government encourages vulnerable children and young people to attend educational settings unless they have underlying health conditions that put them at severe risk.</p>		H

	<ul style="list-style-type: none"> ▪ Vulnerable pupils should attend school wherever possible. Individual arrangements can and will be made on an individual basis depending on each pupil's circumstances. For all purpose vulnerable pupils are defined as those who: <ul style="list-style-type: none"> a. are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child b. have an education, health and care (EHCP) plan whose needs cannot be met safely in the home environment c. have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who are therefore in need of continued education provision - this might include children on the edge of receiving support from children's social care services, adopted children, or those who are young carers, and others at the provider and local authority discretion ▪ Grouping of pupils will be arranged by year group ▪ Reception, Year 1 and Year 6 pupils already attending school as part of the Keyworker/Vulnerable Bubble will not move across to their year groups when they start attending to maximise infection control ▪ Parents will be advised which staff members are working with each bubble/pod. This may not be a staff member who is usually allocated to this year group ▪ Temperature testing of pupils will take place on entry to school 	<p>During the coronavirus (COVID-19) outbreak, for the purposes of continued attendance at educational settings, vulnerable children and young people are defined as those who:</p> <ul style="list-style-type: none"> • are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child • have an education, health and care (EHCP) plan whose needs cannot be met safely in the home environment • have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who are therefore in need of continued education provision - this might include children on the edge of receiving support from children's social care services, adopted children, or those who are young carers, and others at the provider and local authority discretion <p>Children and young people who are considered extremely clinically vulnerable and shielding should continue to shield and should not be expected to attend. Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. A minority of children will fall into this category, and parents should follow medical advice if their child is in this category.</p> <p>Children and young people who live in a household with someone who is extremely clinically vulnerable and shielding should only attend if stringent social distancing can be adhered to and the child or young person</p>	
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		<p>is able to understand and follow those instructions.</p> <p>Children and young people who live with someone who is clinically vulnerable (but not extremely clinically vulnerable) as defined in the social distancing guidance and including those who are pregnant, can attend.</p>		
Behaviour Policy	<ul style="list-style-type: none"> ▪ Children who do not follow strict rules will be given two warnings. If they continue to disobey the strict rules on social distancing and or hygiene routines, then the staff member responsible for that bubble/pod may ring parents and that pupil may be sent home. ▪ Children will not be inside the building alone during break or lunch time – toilet trips will be accompanied to maintain 1 pupil in the bathroom at any time ▪ A revised Home/School Agreement will be sent to the parents of pupils who will be returning to school to ensure that both pupils and parents are aware of the school's expectations around new routines and behaviour ▪ See also appendix to the Behaviour and Anti-Bullying Policy 	<p>In light of the need for children to behave differently when they return to school, and any new systems you have put in place to support that, you'll need to make changes to your behaviour policy. Behaviour policy changes will also need to be communicated to pupils, parents and staff.</p> <p>Areas schools may wish to add to their behaviour policy are:</p> <ul style="list-style-type: none"> • following any altered routines for arrival or departure • following school instructions on hygiene, such as handwashing and sanitising • following instructions on who pupils can socialise with at school • moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing) • expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands • tell an adult if you are experiencing symptoms of coronavirus • rules about sharing any equipment or other items including drinking bottles • amended expectations about breaks or play times, including where children may or may not play 		M

		<ul style="list-style-type: none"> • use of toilets • clear rules about coughing or spitting at or towards any other person • clear rules for pupils at home about conduct in relation to remote education • rewards and sanction system where appropriate <p>Identify any reasonable adjustments that need to be made for students with more challenging behaviour.</p>		
Actions <ul style="list-style-type: none"> ▪ Survey parents of pupils in Reception, Year 1 and Year 6 to establish which pupils will be returning to school and allocate staff to bubbles/pods ▪ Requirement: Pupils to wear different clothes each day, non-school uniform which can be easily washed each evening. Children will not be permitted to attend school in the same clothes to days running. ▪ Bring in water bottles and lunchboxes if required. Water bottles to be taken home every day. Lunchboxes and water bottles to be stored on the pupil's workstation – no handling by staff or other children. ▪ No school bags or pencil cases to be brought in. Personal pencil cases will be made up by school staff. No books will be taken / sent home with pupils. Books to be wiped down and quarantines for 72 hours after use. ▪ No PE bags should be brought into school. 				
PPE	<ul style="list-style-type: none"> ▪ Teachers to wear a facial covering when in close contact with pupils if a pupil becomes symptomatic. ▪ Teacher should not wear gloves unless directed to do so in medical emergencies or when managing a symptomatic child. ▪ Staff to have training about safe removal and application of PPE masks and other equipment. Information given about how to store masks when not in use. ▪ Contenance issues and soiling should not be dealt with by staff. Parent should be rung immediately, and children sent home. ▪ No pupils or staff will be approaching the kitchen servery so screening is not necessary in this area of school. 	<ul style="list-style-type: none"> ▪ Wearing a face covering or face mask in schools or other education settings is not recommended. Face coverings may be beneficial for short periods indoors where there is a risk of close social contact with people you do not usually meet and where social distancing and other measures cannot be maintained, for example on public transport or in some shops. This does not apply to schools or other education settings. Schools and other education or childcare settings should therefore not require staff, children and learners to wear face coverings. Changing habits, cleaning and hygiene are effective measures in controlling the spread of the virus. Face 		H

		<p>coverings (or any form of medical mask where instructed to be used for specific clinical reasons) should not be worn in any circumstance by those who may not be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission.</p> <ul style="list-style-type: none"> ▪ The majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including: <ul style="list-style-type: none"> ▪ children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way ▪ if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn 	
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<p>Actions</p> <ul style="list-style-type: none"> ▪ CEC is providing initial PPE stock. ▪ Admin Officer to audit existing stock and ensure supplies do not fall below a safe level. Audit record for PPE and cleaning equipment to be maintained and updated daily.
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Class Size and Groups	<ul style="list-style-type: none"> ▪ No more than 15 max in one bubble/pod and this will be dependent on maintaining a 2m gap between people in each bubble/pod. <u>The school may not be able to accommodate 15 pupils in each bubble safely given accommodation / staffing requirements.</u> ▪ In Reception, the room dimensions are 9m x 6.5m and the outdoor area (covered) is 7m x 6m – when room for tables, large furniture is taken into account, it will be possible to accommodate six pupils plus one staff member in the classroom and four pupils plus one staff member outside. ▪ Social distancing applies with desks and movement around the building at all times for all pupils and staff members. ▪ Staff ratios for EYFS remain. ▪ Bubbles/pods will remain apart from each other for the entire day. ▪ While groups may all be outside break time / lunchtime, bubbles/pods will stay in their allocated separate spaces and there will be no mixing between bubbles/pods. 	<ul style="list-style-type: none"> ▪ For primary schools, classes should normally be split in half, with no more than 15 pupils per small group and one teacher (and, if needed, a teaching assistant). If there are any shortages of teachers, then teaching assistants can be allocated to lead a group, working under the direction of a teacher. Vulnerable children and children of critical workers in other year groups should also be split into small groups of no more than 15. Desks should be spaced as far apart as possible. 		M
Actions <ul style="list-style-type: none"> ▪ Three additional bubbles/pods will be available with a <u>maximum</u> of 15 pupils in each as well as the Keyworker/Vulnerable Pupil Group. ▪ Only Reception, Year 1 and Year 6 pupils will be invited to return before the end of the school year 				
'Bubbles/Pods'	<ul style="list-style-type: none"> ▪ Children should not mix with other bubbles/pods ▪ Teachers should not mix with other bubbles/pods and should be timetabled to be together with one bubble/pod as much as is possible. ▪ Playtimes and lunch times should be staggered where possible and staff to share cover to enable partner staff members to have a break. ▪ When a number of bubbles/pods are outside at the same time, they will maintain distance from other bubbles/pods by staying in their allocated outdoor space 	<p>Keep cohorts together where possible and:</p> <ul style="list-style-type: none"> • ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days • ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days, recognising for secondary and college settings there will be some subject specialist rotation of staff • ensure that wherever possible children and young people use the same classroom or area of a setting throughout 	<p>Location of collection and drop off points need to be carefully considered and timing staggered.</p>	M

		the day, with a thorough cleaning of the rooms at the end of the day. In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days		
Actions <ul style="list-style-type: none"> ▪ Year groups to access the building through Class 1, 2 and 5 outside doors. ▪ Keyworker/Vulnerable pupils group to access the building through the main front door. ▪ Holding pen chairs to be replaced with plastic chairs and venue identified as isolation pod for pupils who may become symptomatic during the school day ▪ Timings of the school day to be staggered start/finish and playtimes 				
Physical Building	<ul style="list-style-type: none"> ▪ One child per double desk. ▪ Desks to be moved 2m apart and further where possible. ▪ Channels for the teacher and teaching assistants to be created behind the desks for adults to move around the class ▪ All furniture not being used is to be stored and moved to another empty classroom or space, including soft furnishings which cannot be cleaned. ▪ Door closers to be removed and doors to be wedged open at all times. ▪ Cloak rooms to be left empty and coats on the back of chairs. Doors to be propped open. ▪ Children will not be permitted to bring anything from home that is unnecessary. Only a water bottle, lunchbox and coat will be required. No rucksacks or book bags will be permitted. ▪ Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation. ▪ Classroom spaces will be accessed from a singular entrance directly from outside if possible. ▪ One way circulation to be implemented for corridors where appropriate. <p>Reception classroom- Changes.</p> <ul style="list-style-type: none"> ▪ Remove all non-essential objects including all soft furnishings and resources that cannot be disinfected easily. 	<ul style="list-style-type: none"> ▪ Desks should be spaced as far apart as possible. ▪ Ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days 	2m perimeter from front back and side of desk marked out with tape when planning	M

	<ul style="list-style-type: none"> ▪ Redesign classroom space in between Year 1 and Reception to ensure clearly defined barriers to separate each bubble/pod ▪ Ensure physical spaces allows for up to 15 pupils to sit on carpet area 2m apart (on rubber, washable spots). If this is not possible, determine how many children could be safely accommodated in the available space – see space analysis. If this is not possible – Reception pupils will remain at their workstations rather than using carpet space <p>Classroom Spaces</p> <ul style="list-style-type: none"> ▪ Hall to be used as a classroom for the Keyworker/Vulnerable Pupil group ▪ Class 1 – Reception pupils ▪ Class 2 – Year 1 pupils ▪ Class 5 – Year 6 pupils ▪ Class 3 – storage ▪ Class 4 – storage ▪ Egg Box – socially distanced 1:1 sessions for vulnerable pupil / staff with Learning Mentor <p>Outdoor Space</p> <ul style="list-style-type: none"> ▪ 4 different areas, one for each bubble/pod. ▪ Where lessons and weather permit, learning is to take place outside, teachers should use outdoor education wherever possible. ▪ Outdoor equipment, however, should not be used unless sufficient cleaning of the equipment can be completed after any activity. ▪ Children are not to enter the building alone during break time unless for the toilet. After toileting they must go straight back outside. <p>Signage</p> <ul style="list-style-type: none"> ▪ Consider signage for movement around external building for parents. ▪ Create hand sanitiser station posters and ensure toilets have washing hands posters. 	<ul style="list-style-type: none"> ▪ for exercise and breaks ▪ for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff ▪ although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read COVID-19: cleaning of non-healthcare settings 		
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Teaching, Learning and Curriculum	<p>Lessons and activities will be decided by class teachers during the initial planning phase but will include English and Maths to be marked by the children during the lesson where appropriate.</p> <p>All books to stay on desks in front of the child with their other equipment. Books should not be touched by staff members and no books should be taken home for marking</p>	<p>Refresh the timetable:</p> <ul style="list-style-type: none"> decide which lessons or activities will be delivered consider which lessons or classroom activities could take place outdoors 	<p>Expectations on staff feedback should be minimal due to current situation. Verbal feedback is sufficient and learning gains should be marked against Insight tracking system</p>	<p>L</p>
Actions <ul style="list-style-type: none"> Organisational considerations for the first two weeks and then a review cycle agreed once reception pupils have returned to school. Class teachers will consider the curriculum offer once the logistics have been finalised. 				
Social Distancing	<ul style="list-style-type: none"> Physical contact such as handshakes and hugs should be avoided between educational staff Staff, pupils and adults on site should endeavour to stay 2m apart. Strict adherence to this policy will be monitored and best endeavours encouraged at all times 			<p>M</p>
Timetable for Day	<p>Bubbles/pods should have staggered break times and lunch times where possible. Times TBC</p> <p>Keyworker/Vulnerable Pupils timings established already: 8.50am – arrival and hand hygiene 12 noon – lunchtime 3.15pm – departure / into ASC 5.30pm-6.00pm – ASC closes</p> <p>Hand washing is practiced before and after each changeover of activity and indoor/outdoor change, as well as on arrival at school and before and after eating.</p> <p>As numbers have been so small, and the school has been providing childcare, playtimes have been flexible. This would need to be firmed up once other groups join the school. Playtime could take place at the same time as long as pupils socially distance and remain within their allocated zones.</p>	<p>Reduce mixing within education or childcare setting by:</p> <ul style="list-style-type: none"> staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms 	<p>Lunch delivery from kitchen needs careful planning.</p> <p>Can Nicky provide lunches to be served in classrooms?</p> <p>How can we do this so Nicky doesn't come into contact with pupils?</p> <p>Lunch orders sent to the kitchen each day. Delivery to tables outside classrooms with lunches labelled?</p>	<p>M</p>

	<p>After School Club will not be offered to any children attending outside the Keyworker/ Vulnerable Pupils group</p> <p>Drop off / collection times: 8.50am – Keyworker/Vulnerable pupils 9.00am – Year 6 (side) 9.15am – Year 1 (rear) 9.30am - Reception (rear) Proposed pick up times: 2.30pm – Reception (rear) 2.45pm – Year 1 (rear) 3.00pm – Year 6 (side) 3.15pm-6.00pm – Keyworker/Vulnerable pupils</p> <p>Hygiene rules reinforced at the start and end of day.</p>			
Lunchtimes	<ul style="list-style-type: none"> ▪ Lunch to be eaten at the same desk in the classroom area. ▪ Children are not to access the building during lunch time unless for toileting which will be accompanied ▪ One staff member per class will stay with them for their entire lunch time and manage inside and then outside with them. Staggered break for staff members over lunchtime period. Social distancing to be rigorously enforced outside. ▪ Children not to be send inside for first aid incidents, instead will alert the school office by phone and arrange for a first aider to attend at a designated point of the playground once they have sufficient PPE to manage the incident. ▪ Grab bags for first aid will be taken out by each bubble leader every time the group goes outside 	<ul style="list-style-type: none"> ▪ staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms 	<p>Packed lunches provided on site for pupils. FSM vouchers still available for all entitled pupils who are not attending:</p> <p>1 x Reception 1 x Year 1 1 x Year 3 1 x Year 5 2 x Year 6</p>	M
Movement – Classrooms	<ul style="list-style-type: none"> ▪ Classroom spaces to have teacher only zones. ▪ Classrooms to have channels for teachers and teaching assistants to move around the desks safely while practising social distancing. 	<ul style="list-style-type: none"> ▪ accessing rooms directly from outside where possible ▪ considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors 		L
Movement – Staff	<ul style="list-style-type: none"> ▪ Teachers can sit together in staffroom (max occ. 2 people at one time) 	<ul style="list-style-type: none"> ▪ stagger the use of staff rooms and offices to limit occupancy 		L

	<ul style="list-style-type: none"> Teacher should stay in their designated areas as much as possible. 			
Movement – Parents	<ul style="list-style-type: none"> Parents should not enter the school building under any circumstances. Signposts for one way only around the school for drop offs and pickups. Only one parent should drop off and collect children. Spots for parents to stand on and wait that are 2m apart. No go zone for teachers to stand in and release pupils Reception parents to wait along low/wall at Class 1 end of the playground – socially distanced Year 1 parents to wait along entrance to Peace Garden – socially distanced Year 6 parents to wait along chain link fence by Egg Box – socially distanced 	<ul style="list-style-type: none"> encouraging parents and children and young people to walk or cycle to their education setting where possible 	Pictures and walk through	L
Working Hours	<ul style="list-style-type: none"> Staff should only enter the school site between 8am and 6pm Cleaner in after 4.30pm. Caretaker before 8.00am. 			L
Premises Checks	<p>Cold water systems - including tanks, sinks/basins and drinking water outlets (taps and water fountains)</p> <ul style="list-style-type: none"> Increase frequency of outlet flushing and temperature monitoring to maintain water quality within the entire system. If required, consider additional water quality testing at water outlets (closest and further from the main water source) and drinking water outlets that remain in use. <p>Domestic hot water services – including calorifiers/direct fired water heaters/ sinks/ basins</p> <ul style="list-style-type: none"> Hot water generation servicing to continue in line with manufacturers’ criteria. Water temperatures must be kept within limits recommended for the control of legionella bacteria in water systems. Regularly check hot water generation for functionality and if required, temperature recording If the hot water system has been left operational the hot water should be circulating as normal and 	<ul style="list-style-type: none"> During partial or full closure, educational settings continue to be responsible for a range of health and safety measures and statutory compliance. See DfE Good Estate Management for Schools Health and Safety page - https://www.gov.uk/guidance/good-estate-management-for-schools/health-and-safety <p>For reference, use the Approved Code of Practice & HSG 274 for hot water.</p>		M

	<p>regular checks, in line with guidance, should be carried out.</p> <p>Gas safety</p> <ul style="list-style-type: none"> ▪ Do not isolate gas supplies to boilers and hot water generation ▪ To avoid the risk of leaks and dangerous build-up of gases, isolate gas supplies where not in use. Otherwise, gas services should remain in normal operation. ▪ Continue planned gas safety checks including gas detection/interlocking fire safety ▪ Review and if necessary, update fire management plans and ensure any changes to fire escape routes are clearly identified and communicated. ▪ Carry out weekly checks of alarms systems, call points, and emergency lighting. ▪ Carry out regular hazard spotting to identify escape route obstructions. ▪ Check that all fire doors are operational. Fire drills should continue to be held as normal. <p>Kitchen equipment:</p> <p>Equipment that holds water, for example dishwashers and combination ovens</p> <ul style="list-style-type: none"> ▪ Run through at least a full cleaning cycle per week, to remove scale build up and standing water build up, to pre-empt possible bacteria growth. <p>Security</p> <ul style="list-style-type: none"> ▪ All areas of the school should be kept secure. ▪ Access to certain closed areas should only be possible by relevant staff. ▪ Check that access control and lockdown systems are operational. <p>Ventilation</p> <ul style="list-style-type: none"> ▪ All systems to remain energised in normal operating mode. ▪ Where mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air. If mechanical ventilation systems cannot be adjusted to full fresh air these should be switched off. 			
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	<ul style="list-style-type: none"> ▪ Where possible, occupied room windows should be open. <p>Other points to consider</p> <ul style="list-style-type: none"> ▪ Core building-related electrical systems, including internal and external lighting, small power, CCTV, access control and alarm systems (fire, intruder, panic and accessible toilets) to remain in use/energised in normal operating mode. ▪ For drainage systems, check traps have not dried out and ensure water seals are in place to prevent smells within the building e.g. hygiene rooms, cleaning cupboards ▪ Update key-holder information if necessary. ▪ Intruder alarm/fire alarm companies have remote monitoring stations (response centres) – follow advice from these providers. 			
Toilet Facilities	<ul style="list-style-type: none"> ▪ Pupils should only enter one at a time into toilets ▪ Different classroom bubble/pod pupils do not mix in the toilets. ▪ One adult should accompany pupils to the toilet to support management of hand washing and ensure cross over to other bubbles/pods does not occur. ▪ Door wedges to keep the doors semi open to ensure privacy but keep ventilation. ▪ Caretaker and cleaner to check soap supply is adequate morning and afternoon. 	<ul style="list-style-type: none"> ▪ ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time 		H
First Aid	<ul style="list-style-type: none"> ▪ PPE should be worn (gloves and masks) when dealing with a first aid incident. ▪ Individual teachers should administer basic first aid in the first instance. ▪ Serious injuries should be seen by a fully trained first aider. ▪ Vomit is required to be cleaned up as soon after incident as possible (PPE to be worn). Children to wait outside their classroom door for parents. ▪ Playground supervisory staff should phone into the office for a first aider to attend an outside incident after moving child to a designated space on the field. No child should be sent inside to be treated. 	<ul style="list-style-type: none"> ▪ 		H

<p>Cleaning</p>	<p>Cleaning</p> <ul style="list-style-type: none"> ▪ Toilets will be deep cleaned at the end of each day. ▪ Toilets will be sprayed by a member of staff during the lunch period and after break with suitable cleaning detergent. ▪ Tables and contact points must be cleaned regularly. ▪ Equipment that has been used (and that can be cleaned) should be identified by the teacher at the end of the day to the cleaner (message on whiteboard) so that those objects can be disinfected. ▪ No toys can be brought from home. No resources will be taken home. ▪ Resources that cannot be cleaned according to the instructions must be packed away until after the COVID-19 epidemic is over. ▪ iPads should be wiped several times daily and between use. If possible, avoid children sharing iPads. Numbered iPads are allocated to each bubble/pod. ▪ Contact points should be cleaned by caretaker or cleaner at least once daily, including taps, toilet flushes, toilet seats, table surfaces, door handles, handrails, armrests, light switches etc. However, staff will be required to clean surfaces and touch points when used. ▪ Bins must be emptied before they are full and at least once daily. ▪ Cleaner to only enter the building when all staff and pupils have exited. ▪ Cleaner to wear long gloves. ▪ Disinfectant to be used to clean items which cannot be done with soap which then is removed by water into a sink. ▪ Communication from teacher to cleaner should be left on the whiteboard in the classroom area at the end of each day. <p>Classrooms</p> <ul style="list-style-type: none"> ▪ Reception: Malleable resources, such as play dough, should not be shared and consideration should be given to their safe use, depending on 	<ul style="list-style-type: none"> ▪ discuss with the caretaker and cleaner the additional cleaning requirements and agree additional hours to allow for this if necessary ▪ follow the COVID-19: cleaning of non-healthcare settings guidance ▪ ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments ▪ clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, more regularly than normal 	<p>Maximum time staff can stay to is 6.00pm</p> <p>COSHH rules regarding disinfectant / bleach should be adhered to</p>	<p>H</p>
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	<p>circumstances. Advice – do not use. Resources for activities such as painting, sticking, cutting, small world play, indoor and outdoor construction activities should be washed before and after use (more detailed guidance on this will be included in the DfE guide for early years providers) and where possible, children should be discouraged from sharing these. Children should be taught to wash their hands frequently, but particularly after using wheeled bikes, trikes and other large, movable toys. Children should be encouraged where possible not to touch their faces or to put objects in their mouths. Sharing stories, singing and playing outdoor games will help all children to socialise and resettlement into familiar everyday classroom routines.</p> <ul style="list-style-type: none"> ▪ Infants and Juniors: Teachers should have use of a spray bottle and disposable cloths to wipe desks regularly Any objects the children touch should be disinfected once use has finished. If pupils are able to wipe items such as pens and PE equipment themselves, this should be encouraged. 			
<p>Actions</p> <ul style="list-style-type: none"> ▪ Purchase additional lidded bins for each classroom ▪ Ensure supply chains for cleaning products and store ample stocks where space allows ▪ Admin Officer to monitor average usage per week and an accurate log of cleaning supplies maintained 				
<p>Communication to children</p>	<ul style="list-style-type: none"> ▪ Awaiting DfE guidance on catering for education of those not in school and those in school once schools reopen for wider group of pupils ▪ Contact maintained with non-attending pupils via the school website or by email / phone where engagement with the website has been sporadic. 	<ul style="list-style-type: none"> ▪ noting that some children and young people will need additional communication support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules) ▪ tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection) 		<p>L</p>

Communication to and from Parents	<ul style="list-style-type: none"> ▪ Essential correspondence sent out via email distribution lists – all parents are accessible via this method. ▪ New Home/School Agreement to be sent home to parents via email alongside key risk assessment and mitigation messages for attending year groups. ▪ All communication to parents is copied to staff, school office and governors. 	<ul style="list-style-type: none"> ▪ tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend ▪ tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) ▪ make clear to parents that they cannot gather at entrance gates or doors, or enter the site 		M
Procedures for medical care, isolation and confirmed cases	<ul style="list-style-type: none"> ▪ Use of isolation holding pen for children if they develop symptoms. ▪ Parents to be called and children to be sent home as soon as possible if they develop symptoms. ▪ A symptomatic pupil will be sent home following isolation at school. Parents of pupils attending school will be informed that a pupil has been symptomatic so that they can make an informed choice about returning their child to school / testing. Should the symptomatic child test positive, parents will be notified and pupils/staff in that bubble/pod must self-isolate for 14 days. Tests will be available to pupils and staff via https://www.nhs.uk/conditions/coronavirus-covid-19/testing-for-coronavirus/ask-for-a-test-to-check-if-you-have-coronavirus/ ▪ Following a negative test, all members of the bubble/pod will be able to return to school. 	<ul style="list-style-type: none"> ▪ The government is developing a new national test and trace programme. This will bring together an app, expanded web and phone-based contact tracing, and swab testing for those with potential coronavirus symptoms. This programme will play an important role in helping to minimise the spread of coronavirus in the future. It will also include more traditional methods of contact tracing if a child, young person or parent tests positive. This could include, for example, direct discussion with parents and schools or colleges on recent contacts. The government is recruiting 18,000 contact tracers to support contact tracing and will recruit more if needed. They will play an important part in tracing the contacts of those with coronavirus, including children. ▪ If anyone becomes unwell with a new, continuous cough or a high temperature in an education or childcare setting, they must be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance. 		H

		<ul style="list-style-type: none"> ▪ If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. 		
<p>Shielding and clinically vulnerable children and adults.</p>	<ul style="list-style-type: none"> ▪ Clinically extremely vulnerable pupils with pre-existing medical conditions should not enter school and should remain at home. ▪ Clinically extremely vulnerable individuals are advised not to work outside the home. We are strongly advising staff (those with serious underlying health conditions which put them at very high risk of severe illness from coronavirus and have been advised by their clinician or through a letter) to rigorously follow shielding measures in order to keep themselves safe. Staff in this position should remain at home. ▪ Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the Staying at home and away from others (social distancing) guidance have been advised to take extra care in observing social distancing and should work from home where possible. ▪ If a child, young person or a member of staff lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, they can attend their education or childcare setting. 	<ul style="list-style-type: none"> ▪ For the vast majority of children and young people, coronavirus is a mild illness. Children and young people (0 to 18 years of age) who have been classified as clinically extremely vulnerable due to pre-existing medical conditions have been advised to shield. We do not expect these children to be attending school or college, and they should continue to be supported at home as much as possible. Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. A small minority of children will fall into this category, and parents should follow medical advice if their child is in this category. ▪ Clinically extremely vulnerable individuals are advised not to work outside the home. We are strongly advising people, including education staff, who are clinically extremely vulnerable (those with serious underlying health conditions which put them at very high risk of severe illness from coronavirus and have been advised by their clinician or through a letter) to rigorously follow shielding measures in order to keep themselves safe. Staff in this position are advised not to attend 		M

		<p>work. Read COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable for more advice.</p> <ul style="list-style-type: none"> ▪ Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the Staying at home and away from others (social distancing) guidance have been advised to take extra care in observing social distancing and should work from home where possible. Education and childcare settings should endeavour to support this, for example by asking staff to support remote education, carry out lesson planning or other roles which can be done from home. If clinically vulnerable (but not clinically extremely vulnerable) individuals cannot work from home, they should be offered the safest available on-site roles, staying 2 metres away from others wherever possible, although the individual may choose to take on a role that does not allow for this distance if they prefer to do so. If they have to spend time within 2 metres of other people, settings must carefully assess and discuss with them whether this involves an acceptable level of risk. 		
Visitors	<ul style="list-style-type: none"> ▪ Any visitors who are not critical to teaching individual class groups should not enter the school building. ▪ Parents should not enter the school building under any circumstances. Any communication should be done via email, text or telephone. 			L

Name of School		Date of assessment	Review date
St Anne's Fulshaw CE Primary School		11.06.20	To be informed by further guidance from DfE and CEC
Name and Position of Assessor(s):	Clare Daniel HT	Assessor(s) Signature:	
Headteacher's Name:	Clare Daniel	Headteacher's signature:	
Chair of Governor's Name:	Claire Carter	Chair's signature	