

Rose Hill Primary School



Road Map January 2022

Last updated 27th January 2022

E) All students are in school full time with no COVID-19 restrictions in place (to be read in conjunction with the COVID Risk Assessment Contingency Plan September 2021)

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Section 1 – Principles and Context

Following the outbreak of COVID-19, and under the direction of the DfE (March 2020), Rose Hill Primary School has been closed to all students except those of Key Workers and vulnerable students.

When appropriate the DfE will give instructions to academies about the re-opening of schools. Public Health and Safeguarding will need to be prioritised whilst ensuring a broad curriculum offer to as many students as possible in as many different ways as practical. This road map is designed to help and support all stakeholders in the Rose Hill community gain re-assurance of their safety and purpose as we gradually move forward and receive more students, staff and visitors on site.

Principles for the Rose Hill Community

1. School values and ethos are central to discussion about principles, priorities and compromise
2. DfE and Public Health Guidance is monitored rigorously and followed within the local situation to minimise the risk of infection
3. Regular reviews between Trustees, Governors and the Senior Leadership Team take place to reflect the ever changing circumstances of this pandemic pre and post vaccine, including potential return to lockdown.
4. The school site is well maintained, safe and clear. Significant attention is given to hygiene, sanitisation and social distancing measures through clear signage
5. The Principal will notify Trustees and Local Governing Body when they are not able to fulfil all the DfE / Public Health Guidance to minimise the risk of infection across the community

Principles for Staff

1. The safety of staff will be paramount to minimise the risk of infection at each stage of the phased reintegration of staff and students. Social distancing, hygiene and sanitisation measures are in place.
2. The Staff Risk Register is accurate, updated regularly and used to inform staffing. Declarations made by staff are respected, and are integral to the plan moving forward. Staff are suitably employed providing educational support to respond to the different learning environments offered at different phases.
3. Staff are well informed of their expectations as different phases of the reintegration are adopted and amended in response to the pandemic both pre and post vaccine.
4. The Principal, Trustees and Governors may need to consider strategies for the opening of the academy beyond national advice if Covid 19 has affected a high proportion of staff.
5. The well-being and mental health of staff working both remotely and onsite is considered and appropriate support offered.

4 Principles for Pupils/Parents

1. Safeguarding of pupils is the number one priority. Attendance is monitored appropriately (reflecting current DFE guidance) and vulnerable students are monitored daily. Pupil well-being and mental health are signposted to the safeguarding team and addressed accordingly
2. The safety of pupils will be paramount to minimise the risk of infection at each stage of the phased reintegration of staff and pupils. Social distancing, hygiene and sanitisation measures are in place.
3. The re-establishment of school routines and behaviours to reflect appropriate social distancing measures are well established and implemented through high quality signage.
4. DFE guidance is shared with pupils and parents at regular intervals to provide re-assurance and guidance on health, education and safety.

5. Curriculum Development - helping and supporting pupils to ensure the continuity of a high quality education through the transition from home learning to onsite learning and beyond

6. Curriculum Learning gap – recognising and plugging the gaps in learning experienced by all pupils through this period of lockdown and their re-integration to class based learning

Scenarios to consider

There are an infinite number of scenarios in this process and the three we have chosen are those that we feel provide the scope to be adapted / tweaked when guidance is released. Scenarios will change and we may have to return to if further peaks (pre-vaccination) arise.

We are working on Scenarios A, B, C, D and E at present. Further scenarios will be considered when appropriate.

A) All students apart from those of Key Workers and those that are vulnerable experiencing home learning.

B) Approximately 50% of students (three year groups) are accessing an in school offer with the remainder experiencing home learning.

C) All students are accessing an in school offer of at least 50% at some point over the course of a calendar month

D) All students are in school full time with social distancing phase group bubbles in place where possible

E) All students are in school full time with no COVID-19 restrictions in place (to be read in conjunction with the COVID Risk Assessment Contingency Plan September 2021)

Key Points to Consider when Re-opening Rose Hill Primary School

Safeguarding Policies are up to date

PPE – keeping staff and students safe at all times

Clear communication of transition arrangements across the community which reassure stakeholders

Maintaining Social Distancing measures in line with national guidance

Health and Safety – clear protocols established to ensure safety at all times throughout the day.

Monitoring absence of staff and students during transition arrangements

Mental Health Plans for staff/students/families

Access to regular testing for staff

Risk Register is updated regularly and used to drive curriculum offer that can be safely delivered

Curriculum – distance learning and onsite learning run in tandem and are staff accordingly

Strategies are put in place which close the learning gap

Staff supervision, plans and ratios respond to DfE guidelines

Throughout this plan, the risk has been established using the following criteria below.

Legend		To establish your risk rating, it is necessary to multiply the perceived consequence (or impact) of the risk (score 1 - 5) with the perceived likelihood (or probability) of that risk occurring (score 1 - 5). See Table below for guidance on risk rating scores
I	Impact	
P	Probability	
IxP	Risk Rating	

Impact (or Consequence)	
Descriptor	Indicators
5 (Major)	The risk has a major impact of realised
4 (Significant)	The risk has a significant impact of realised
3 (Moderate)	The risk has a moderate impact of realised
2 (Minor)	The risk has a minor impact of realised
1 (No Consequence)	The risk has no consequence impact of realised

Probability (or Likelihood)	
Descriptor	Indicators
5 (Very Likely)	The risk will emerge
4 (Likely)	The risk should emerge
3 (Unlikely)	The risk could emerge
2 (Very Unlikely)	The risk is unlikely to emerge
1 (Impossible)	The risk will not emerge

Score	Risk Description	Action Required
≥25	Extreme Risk	Immediate escalation to Headteacher for risk control activities
15 - 20	High Risk	Risk to be actively managed with appropriate risk control activities
6 - 14	Moderate Risk	Take appropriate action to manage risks
5 and below	Low Risk	Risk to be removed from register with monitoring activity to assess changes in risk rating

Section 3 – Broad Strategic Plans

Scenario A – All students apart from those of key workers or those that are vulnerable experience home learning

Scenario A – Social Distancing Measures					
Risk	I	P	R	Controls	Responsibility
The spread of the virus across the community	5	3	15	<ul style="list-style-type: none"> • Restricted access to site which is controlled by Premises • Clear signage to reinforce protocols • Clear protocols are issued to supervising staff on a daily basis • Staff wash their hands on arrival and repeat this regularly throughout the working day. • Pupils are greeted on arrival and enter through the car park. Pupils wash their hands on arrival. • Pupils go straight to their classroom spaces. • Pupils and staff employ the 2-metre social distancing throughout the day • Ladybird’s Classroom is used to supervise EYFS. • Fox’s Classroom is used to supervise KS1 • Lion’s Classroom is used to supervise LKS2 children. • Owl’s Classroom is used to supervise UKS2 children. • The same room is used every day (Hive) to supervise pupils who show any symptoms and a deep clean is carried out at the end of each day • Pupils respect social distancing during supervised breaks. • PPE equipment available for First Aider 	SLT/Premises/Wellbeing Teams

Scenario A – Mental Health					
Risk	I	P	R	Controls	Responsibility
Staff, students and parents may have significant gaps in mental health and wellbeing as a result of the Covid 19 pandemic	5	5	25	<ul style="list-style-type: none"> As a school we need to be aware that increased social isolation, loneliness, health anxiety, stress and an economic downturn are a “perfect storm” to damage mental health and wellbeing. Regular mental health and wellbeing resources in parent update letters and on website Ensure appropriate wellbeing support for staff is in place Wellbeing resources shared with staff through Principal’s updates Safeguarding team and Wellbeing Team to work to target list of most vulnerable Pupils most at risk during lockdown. Provide regular calls and face to face wellbeing checks for most vulnerable pupils. Look at ways of re-building key relationships and ensuring pupils get a chance to share their experience with others as this is key in the healing process – The time capsule project would be a good way of starting this process SLT and Phase Leaders provide consistent age appropriate messages to give chance for pupils to think through their time in isolation/lockdown. 	SLT/Wellbeing Team/Thrive Practitioners

Scenario A – Curriculum Timetable					
Risk	I	P	R	Controls	Responsibility
Potential for transmission of virus between students and	5	2	10	<ul style="list-style-type: none"> Supervision rota and protocols given by AW and followed by all staff. Students remain in same classroom and at same desk for all learning sessions that day. Room and work stations thoroughly cleaned at end of each day. 	SLT/Teachers/Support Staff

staff in movement around school				<ul style="list-style-type: none"> • PPE is ordered and provided for staff and students if/when appropriate following DfE/PHE guidance • No sharing of any resources between pupils, including textbooks, iPads and laptops • No sharing of any resources between pupils and staff • No work will be collected in by teachers. • Break times are supervised with social distancing maintained • No events requiring external visitors, this includes parents / parents evenings • Staff meetings and training will take place online. 	
Timetabled lessons for in school groups increase learning gap with those at home	2	2	4	<ul style="list-style-type: none"> • Learning at home is the same as that covered in school. • Oak Academy will be used. • This will be supervised by staff, not taught. • All children will be called each week by a teacher within their phase. • Daily video update, including feedback on learning, will be posted online each day by one teacher within each phase. 	SLT/Phase Leaders/Support Staff

Scenario A – Curriculum Staffing					
Risk	I	P	R	Controls	Responsibility
A number of staff have symptoms and are unable to work from home	5	3	15	<ul style="list-style-type: none"> • Staff to inform GB/AW/HR and follow PHE guidance, including accessing testing. • HR to inform GB/AW if required so that alternative provisions can be made. 	GB/AW/HR

Online learning is not kept up to date	5	3	15	<ul style="list-style-type: none"> Any virtual meetings held should have Home learning as a standing agenda. School calendar is reviewed and amended to allow staff to focus on key priorities regarding online learning. Quality of online learning provision is regularly reviewed. New online resources are shared with Phase leaders to include in their remote learning sessions. 	SLT/Teachers/IT Team -LP
Staff lack skills to improve and develop online learning offer	5	2	10	<ul style="list-style-type: none"> Support and guidance provided on by IT Team where and when appropriate 	

Scenario A – Curriculum Learning Gap					
Risk	I	P	R	Controls	Responsibility
Some students are not able to access home learning.	5	4	20	<ul style="list-style-type: none"> All available school resources have been repurposed and provided to pupils on a loan system where appropriate. Laptops offered by Ipswich Academy have been given back to Ever 6 pupils Regular checking on engagement from teachers and phase leaders to identify any students where access may be an issue so intervention can be put in place. 	Teachers/Phase Leaders
Some students do not engage with learning from home	5	3	15	<ul style="list-style-type: none"> Feedback schedule created so teachers can clearly identify pupils who are not engaging and report concerns to SLT Some online learning resources, like Mathletics, provide additional learning opportunities for pupils Tracking system in place for teachers to report concerns. This is monitored by the DSL/Wellbeing Team to follow up with email and phone calls to identified pupils and parents. 	Teachers/Phase Leaders/DSL/Wellbeing Team/online Safety Lead

				<ul style="list-style-type: none"> Regular reminders are sent to pupils and parents regarding online safety. 	
Some pupils are disadvantaged by accessing learning from home creating learning gaps	4	5	20	<ul style="list-style-type: none"> Future sessions are planned to revise and tackle these gaps Activities provided should require minimal additional resourcing e.g. no printing. Key Stakeholders will be surveyed about the online learning provision Assessment and reporting calendar will be reviewed 	Teachers/Phase Leaders

Scenario B – approximately 50% of students (three year groups) are accessing an in school offer with the remainder experiencing home learning

Scenario B – Social Distancing Measures					
Risk	I	P	R	Controls	Responsibility
To minimise the potential spread of Covid-19	5	4	20	<p>Access arrangements</p> <ul style="list-style-type: none"> Staggered start and finish times for staff and students reduces contact. EYFS pupils to arrive at 09:00 and use EYFS entrance – 2 x metre markings in place to support que place. Member of SLT to be on site to support orderly que. Year 6 and Year 1 pupils to enter school via car park and gate to bottom playground – 10 minute window for each class group. Pupils come straight into school building upon arrival to school without congregating in playground to reduce social contact. Controlled and supervised entry to buildings to ensure appropriate students and staff handwashing upon entry to site. 	SLT/Premises /Pastoral Teams

			<ul style="list-style-type: none"> • Parents not permitted into school building. All parental communication must be by telephone with school. Clear signage to explain this on school front door and via Parentmail before school restarts. • Parents to be informed only one parent will be allowed on site at start and end of school day to limit numbers on site • At end of day year 1 and year 6 pupils to leave in 10 minute windows via bottom playground and using car park • Class teachers to observe pupils exiting the school gates if leaving alone or meeting with their parents outside school (avoid playground) if that is the arrangement. List to be compiled of which Y6s will be picked up by parents and which will be allowed to go home alone. • Appropriate PPE is worn if identified in DfE guidance • Clear signage and distance markers to reinforce basic protocols across the site • Clear signage including pictorial to be used around school especially EYFS and Y1 area to reinforce basic protocols. • Pupils in Y1 and Y6 only go into their own classrooms and do not enter any other classrooms. Only out of rooms to visit toilets and to go out for break and lunchbreak. • Excess EYFS furniture to be moved out of rooms unless needed and stored in empty rooms to avoid excess things needing to be sanitised each day, • Clearly defined one-way systems minimise the risk of contact. • Chevron distance markers to be set up on corridor floors to aid social distancing. • Breaks are supervised in defined open outdoor areas at staggered times. • All class teachers or TAs go out with their classes for breaks and these breaks are staggered to allow for greater social distancing. • All breaks will require no use of play equipment • Staggered Lunchtimes - students asked to bring own food to school. Designated eating areas with distance markers in place. Restricted catering facilities with distance markers - Priority given to FSM students • Kitchen team will bring packed lunches down to classroom area for pupils requiring these in EYFS and Y1. Some food is possible to be cut up for needy pupils (sandwiches) by catering team 	
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to maintain social distancing between MDS and pupils. Other pupils will bring their own packed lunches. Same with Y6.

- All school lunches to be consumed outside until the end of August. MDSA to supervise all pupils encouraging social distancing. Consider using forest area to increase space?
- Pupils to sit on benches to eat their lunches. Stagger lunches – see logistics plan.
- MDS to return to support lunchtime supervision from first day back.
- Y6 to put their phones in the class teachers drawer to prevent them from needing to go to office.
- PPE equipment available in First Aid.
- Regular cleaning of shared areas (eg toilets) throughout the day to minimise risk
- Regular cleaning of all shared areas including toilets by cleaners.
- Parents to only be allowed contact with office by phone – not face to face at all. No items will be able to be taken down to pupils in their classrooms by office staff. Parents will need to be informed of this before school returns.

Classrooms

- Staff and students respect social distancing recommendations with identified teacher/student ratios applied. Maximum of 15 pupils per classroom to allow for social distancing – see school surface area plan.
- Children of key workers to be split into closest year group.
- All classrooms to have sinks. Paper towels and soap – this will be refilled daily
- TAs in school who usually work in year groups not allowed in will be re-assigned to support pupils and practices in EYFS, Y1 and Y6.
- Pupils work at same tables throughout to avoid contamination of areas.
- Whenever pupils come in to school they work at the same tables.
- Pupils only to handle their books – no adults whatsoever. All laptops and ipads to be identified by number and same ones used by same pupils on every occasion.
- All electrical equipment to be sanitised before being redeployed.
- Classrooms receive a thorough clean after each day according to DfE Guidance.

			<ul style="list-style-type: none"> • Excess furniture and classroom resources to be removed from in use classrooms to avoid extra resources to have to be sanitised each day. This will also help pupils to social distance. Excess furniture can be stored in classrooms / hall which will not be in use again until after the Summer holidays • No shared resources are used in a classroom. • Pupils to use only their own assigned resources and no shared pots of resources to be used on central tables. Pupils to be invited to bring in their own pencil cases in from home to leave in school for the duration of the pandemic. • Books bags to remain at home – not to be brought to and from school each day to avoid contamination. • PE kits to be left permanently at school. • EYFS / KS1 books to be returned to school on the first day back but then left at school and sanitised and returned into school storage. • TA staff to be placed on a rota to support EYFS and Y1 pupils who require First Aid or who have toileting accidents. Protocol to be put in place to allow for best social distance and possible PPE equipment to protect staff offering this intimate care. • School to provide clear guidance to parents about when not to send their children into school if they already have coughs and colds. • Ventilation: where possible, keep all windows and doors open to keep all rooms as cool as possible. • Guidance to be sent out to parents to encourage them to talk through with their children about good hygiene in terms of using tissues appropriately and putting hands to their mouths when they cough before returning to school. • School to establish care plans for our most vulnerable pupils who will face the most challenges when returning to conform to expectations. Establish a safe place for them to go to if they need call down or 121 with a TA who can include social distancing within this provision (Intervention Rooms?) • Ensure maximum sharing of clear, calm and assertively reassuring information to parents at all stages including signposting to latest government advice and sharing of our risk assessment procedures. 	
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			<ul style="list-style-type: none"> • Staff to receive daily update briefings from SLT electronically on ever-updating protocols and procedures • Ensure all hand dryers are operational • Ensure adequate ordering and availability of hand sanitisers • Teachers to model good hand washing again to EYFS and Y1. Request parents reinforce and model these practices to their children too before they return to school. 	
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Scenario B – Mental Health					
Risk	I	P	R	Controls	Responsibility
Staff, students and parents may have significant gaps in mental health and wellbeing as a result of the Covid 19 pandemic	3	4	12	<ul style="list-style-type: none"> • Regular mental health and wellbeing resources in parent update letters and on website • Safeguarding team and Wellbeing Consultant to continue to work with most vulnerable students most at risk who are still at home • Provide regular calls and face to face wellbeing checks for most vulnerable still at home. • AO/ GN to make regular email and telephone contact with students with high levels of anxiety and mental health issues who are still at home. • Wellbeing checks have been built into SLT link and collaborative planning documents to ensure monitoring of staff wellbeing. • Wellbeing resources shared with staff through Principal’s updates • Fear amongst our community will be high for those returning to school. We must build confidence that school is doing everything it can to keep staff and students safe. • Clear and regular communication to parents, staff and students about safety routines and controls being taken is vital 	SLT/Teachers/Support Staff/Wellbeing Team and Thrive Practitioners

		<ul style="list-style-type: none"> • Ensure routines in school are established quickly and efficiently to help students settle back in more easily • Those students with more serious mental health issues, could be brought into school to provide safety and support? • Ensure appropriate mental health support is available including school nurse, counsellor, grief counselling if required • Increased time allowance of Wellbeing Consultant, Counsellor, school nurse may be needed to cater for more students in school • Design comprehensive signposting documents for mental health and wellbeing – these could also be displayed on posters • Look at group wellbeing sessions - THRIVE as well as one to one sessions to allow more capacity • Regular activities need to be in place to help build student confidence and enable them to build relationships again. This could be done in form time or PSHE or as part of redesigned timetable <p>Possibly look at a whole school year project around shared experiences of Covid 19 that all students can access and contribute to– this could help to rebuild positive relationships and sense of community</p> <ul style="list-style-type: none"> • Look at integrating kindness and gratitude activities into the day – Fostering positive emotion helps to rewire the brain away from negative thoughts • Provide a wellbeing questionnaire for students to help highlight those in need of extra support and what anxieties the students have about returning to school • Use posters to remind staff and students of safety procedures – hand washing, social distancing, movement around school etc • Use posters around school to promote positive messages about wellbeing and community 	
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			<ul style="list-style-type: none"> • Implement a clear strategy of how students can access physical activity safely while at school – we know physical activity is crucial to positive mental health and wellbeing 	
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Scenario B – Curriculum Timetable					
Risk	I	P	R	Controls	Responsibility
Potential for transmission of virus between students and staff in movement around school	5	4	20	<ul style="list-style-type: none"> • Staff are limited to working with their own classes and restricted to certain classrooms • Students remain in same classroom and at same desk for all learning sessions that day • PPE is ordered and provided for staff and students if/when appropriate following DfE/PHE guidance • Each class is divided into groups of no larger than 15 pupils to ensure students can observe required distancing across classroom following DfE/PHE guidance. • No sharing of any resources between students, including textbooks • No sharing of any resources between students and staff • Students must take all books are work home and keep safely. Books will not be collected in by teachers. • Any practical lessons will need to be modified so that students are sedentary. A teacher may demonstrate from the front of the class while students remain seated if appropriate. Any equipment used for such a demonstration would need to be thoroughly washed after use. <ul style="list-style-type: none"> • No assemblies • Timetabled sessions extended to limit movement • Staggered school start and end 	SLT/Phase Leaders/Teachers/Support Staff/Premises

				<ul style="list-style-type: none"> • Staggered break times with student supervised in rooms / playgrounds • No events requiring external visitors, this includes parents / parents evenings • Year 6 transition day is moved online • No large staff meetings. Collaborative planning to be conducted through Microsoft Teams. 	
Timetabled lessons for in school groups increase learning gap with those at home	3	4	12	<ul style="list-style-type: none"> • In school learning to cover same curriculum areas as those accessing learning online. • Online learning lessons and resources used to support in school learning. • Sessions in school for returning students must start with a recap/review activity to attain the level of engagement and understanding from home learning. 	SLT/Phase Leaders/Teachers

Scenario B – Curriculum Staffing					
Risk	I	P	R	Controls	Responsibility
Not enough staff available to supervise all classes in year groups	4	5	20	<ul style="list-style-type: none"> • Cover line to be extended so it can be manned by more than one person – AW GB • All staff report absence as soon as possible so HR and AW GB can create list of staff in school. • Available staff may have to supervise a classroom outside of their normal year group teaching for the day with students completing work from the home learning section of website system. • CTAs may have to support with supervising small groups of students 	GB/AW

Not enough staff available to supervise all pupils in classes of 15	4	5	20	Emergency communication made with parents via Parent Mail and phone calls if required. The oldest students in school, excluding vulnerable students, will be sent home until a safe student: staff ratio is reached.	SLT/KN
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Scenario B – Curriculum Learning Gap					
Risk	I	P	R	Controls	Responsibility
Students behaviour is poor following period of absence	4	2	12	<p>Students are reminded of behaviour expectations and structures in the first lesson of each day</p> <ul style="list-style-type: none"> • Provision is made for students who do not follow school rules to be removed from lessons and supervised in an identified area school 	SLT/Phase Leaders/Thrive Practitioners
Some pupils have been disadvantaged by accessing learning from home	4	4	16	<p>Phase Leaders and teachers set up lessons to attain where gaps in learning exist</p> <ul style="list-style-type: none"> • Future sessions, for students in school and accessing learning from home, are planned to revise and tackle these gaps • Teachers will rely on student question and answer, self-assessment, short low stakes quizzes, use of model answers and similar strategies to provide students with feedback on their learning as work will not be collected in. • Key stakeholders (students and parents) will be surveyed about the online learning platform. • Assessment and reporting calendar will be reviewed to provide appropriate and valuable information • Phase Leaders to make regular contact with students learning from home who are struggling with learning. 	SLT/Phase Leaders/Teachers/KN

A large number of students are still having to access learning from home due to isolation and illness.	4	4	16	<p>School resources are repurposed if required to enable students to access online learning.</p> <ul style="list-style-type: none"> • Any additional financial support is applied for and used to provide access to online learning for students at home • Updates are sent to students and parents at least every fortnight with guidance about additional materials that may become available to support online learning and online safety 	SLT/Phase Leaders/KN
Students are unable to access their full curriculum due to gaps in learning and other needs	4	4	16	<p>Curriculum model reviewed to allow more learning sessions in core subjects, whilst still providing access to foundation and option subjects. This will support longer term transition.</p> <ul style="list-style-type: none"> • CTAs provide support for identified students following outlined distancing and restricted movement measures. For students access online learning this support will be provided remotely. • Department Leaders/SENCO will monitor students with learning difficulties closely and provide appropriate intervention. • Finance will look at ordering in basic equipment (pens/pencils etc) for students in school to have and not return. 	SLT/Phase Leaders/SENCO/ Teachers/Support Staff/KN

Scenario C – all students are accessing an in school offer of at least 50% at some point over the course of a calendar month

Scenario C – Social Distancing Measures						
Risk	I	P	R	Controls	Responsibility	
To minimise the potential spread of Covid-19	5	5	25	<p>Access arrangements</p> <ul style="list-style-type: none"> • Staggered start and finish times for staff and students reduces contact. • EYFS pupils to arrive at 09:00 and use EYFS entrance – 2 x metre markings in place to support social distancing. Member of SLT to be on site to support orderly que. • Pupils in other year groups to enter school via car park and gate to bottom playground – 10 minute window for each class group. • Pupils come straight into school building upon arrival to school without congregating in playground to reduce social contact. 	SLT/Premises/Teachers	

			<ul style="list-style-type: none"> • Controlled and supervised entry to buildings to ensure appropriate students and staff handwashing upon entry to site. • Parents not permitted into school building. All parental communication must be by telephone with school. Clear signage to explain this on school front door and via Parentmail before school restarts. • Parents to be informed only one parent will be allowed on site at start and end of school day to limit numbers on site • At end of day pupils in year 1 to year 6 pupils to leave in 10 minute windows via bottom playground and using car park • Class teachers to observe pupils exiting the school gates if leaving alone or meeting with their parents outside school (avoid playground) if that is the arrangement. List to be compiled of which Y6s will be picked up by parents and which will be allowed to go home alone. • Appropriate PPE is worn if identified in DfE guidance if this can be sourced • Clear signage and distance markers to reinforce basic protocols across the site • Clear signage including pictorial to be used around school especially EYFS and Y1 area to reinforce basic protocols. • Pupils in Y1 to Y6 only go into their own classrooms and do not enter any other classrooms. Only out of rooms to visit toilets and to go out for break and lunchbreak. • Excess EYFS furniture to be moved out of rooms unless needed and stored in empty rooms to avoid excess things needing to be sanitised each day, • Clearly defined one-way systems minimise the risk of contact. • Chevron distance markers to be set up on corridor floors to aid social distancing. • Breaks are supervised in defined open outdoor areas at staggered times. • All class teachers or TAs go out with their classes for breaks and these breaks are staggered to allow for greater social distancing. • All breaks will require no use of play equipment • Staggered Lunchtimes - students asked to bring own food to school. Designated eating areas with distance markers in place. Restricted catering facilities with distance markers - Priority given to FSM students • Kitchen team will bring packed lunches down to classroom area for pupils requiring these in Some food is possible to be cut up for needy pupils (sandwiches) by catering team to 	
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			<p>maintain social distancing between MDS and pupils. Other pupils will bring their own packed lunches.</p> <ul style="list-style-type: none"> • All school lunches to be consumed outside until the end of August. MDSA to supervise all pupils encouraging social distancing. Consider using forest area to increase space? • Pupils to sit on benches to eat their lunches. Stagger lunches – see logistics plan. • MDS to return to support lunchtime supervision from first day back. • Y6 to put their phones in the class teachers drawer to prevent them from needing to go to office. • PPE equipment available in First Aid. • Regular cleaning of shared areas (eg toilets) throughout the day to minimise risk • Regular cleaning of all shared areas including toilets by cleaners. • Parents to only be allowed contact with office by phone – not face to face at all. No items will be able to be taken down to pupils in their classrooms by office staff. Parents will need to be informed of this before school returns. <p><u>Classrooms</u></p> <ul style="list-style-type: none"> • Staff and students respect social distancing recommendations with identified teacher/student ratios applied. Maximum of 15 pupils per classroom to allow for social distancing – see school surface area plan. • Children of key workers to supported alongside their own year group. • All classrooms to have sinks. Paper towels and soap – this will be refilled daily • Pupils work at same tables throughout to avoid contamination of areas. These will be cleaned regularly. • Whenever pupils come in to school they work at the same tables. • Pupils only to handle their books – no adults whatsoever. All laptops and ipads to be identified by number and same ones used by same pupils on every occasion. • All electrical equipment to be sanitised before being redeployed. • Classrooms receive a thorough clean after each day according to DfE Guidance. • Excess furniture and classroom resources to be removed from in use classrooms to avoid extra resources to have to be sanitised each day. This will also help pupils to social distance. Excess furniture can be stored in classrooms / hall which will not be in use again until after the Summer holidays 	
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		<ul style="list-style-type: none"> • No shared resources are used in a classroom. • Pupils to use only their own assigned resources and no shared pots of resources to be used on central tables. Pupils to be invited to bring in their own pencil cases in from home to leave in school for the duration of the pandemic. • Books bags to remain at home – not to be brought to and from school each day to avoid contamination. • PE kits to be left permanently at school. • All reading books to be returned to school on the first day back but then left at school and sanitised and returned into school storage. • TA staff to be placed on a rota to support pupils who require First Aid or who have toileting accidents. Protocol to be put in place to allow for best social distance and possible PPE equipment to protect staff offering this intimate care. Risk assessments created. • School to provide clear guidance to parents about when not to send their children into school if they already have coughs and colds. • Ventilation: where possible, keep all classrooms fans on and windows open to keep all rooms as cool as possible. • Guidance to be sent out to parents to encourage them to talk through with their children about good hygiene in terms of using tissues appropriately and putting hands to their mouths when they cough before returning to school. • School to establish care plans for our most vulnerable pupils who will face the most challenges when returning to conform to expectations. Establish a safe place for them to go to if they need call down or 121 with a TA who can include social distancing within this provision (Intervention Rooms?) • Ensure maximum sharing of clear, calm and assertively reassuring information to parents at all stages including signposting to latest government advice and sharing of our risk assessment procedures. • Staff to receive daily update briefings from SLT electronically on ever-updating protocols and procedures • Ensure all hand dryers are operational • Ensure adequate ordering and availability of hand sanitisers 	
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			<ul style="list-style-type: none">• Teachers to model good hand washing again to all children. Request parents reinforce and model these practices to their children too before they return to school.	
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Scenario C – Mental Health					
Risk	I	P	R	Controls	Responsibility
Staff, students and parents may have significant gaps in mental health and wellbeing as a result of the Covid 19 pandemic	3	4	12	<ul style="list-style-type: none"> • Regular mental health and wellbeing resources in parent update letters and on website • Safeguarding team and Wellbeing Consultant to continue to work with most vulnerable students most at risk who are still at home • Provide regular calls and face to face wellbeing checks for most vulnerable still at home. • AO/ GN to make regular email and telephone contact with students with high levels of anxiety and mental health issues who are still at home. • Wellbeing checks have been built into SLT link and collaborative planning documents to ensure monitoring of staff wellbeing. • Wellbeing resources shared with staff through principal's updates • Fear amongst our community will be high for those returning to school. We must build confidence that school is doing everything it can to keep staff and students safe. • Clear and regular communication to parents, staff and students about safety routines and controls being taken is vital • Ensure routines in school are established quickly and efficiently to help students settle back in more easily • Those students with more serious mental health issues, could be brought into school to provide safety and support? • Ensure appropriate mental health support is available including school nurse, counsellor, grief counselling if required • Increased time allowance of Wellbeing Consultant, Counsellor, school nurse may be needed to cater for more students in school • Design comprehensive signposting documents for mental health and wellbeing – these could also be displayed on posters • Look at group wellbeing sessions - THRIVE as well as one to one sessions to allow more capacity • Regular activities need to be in place to help build student confidence and enable them to build relationships again. This could be done in form time or PSHE or as part of redesigned timetable 	SLT/Premises/Teachers/Wellbeing Team

				<p>Possibly look at a whole school year project around shared experiences of Covid 19 that all students can access and contribute to– this could help to rebuild positive relationships and sense of community</p> <ul style="list-style-type: none"> • Look at integrating kindness and gratitude activities into the day – Fostering positive emotion helps to rewire the brain away from negative thoughts • Provide a wellbeing questionnaire for students to help highlight those in need of extra support and what anxieties the students have about returning to school • Use posters to remind staff and students of safety procedures – hand washing, social distancing, movement around school etc • Use posters around school to promote positive messages about wellbeing and community • Implement a clear strategy of how students can access physical activity safely while at school – we know physical activity is crucial to positive mental health and wellbeing 	
Scenario C – Curriculum Timetable					
Risk	I	P	R	Controls	Responsibility
Potential for transmission of virus between students and staff in movement around school4	4	5	20	<ul style="list-style-type: none"> • Staff are limited to working with own classes and restricted to certain classrooms • Pupils remain in same classroom and at same desk for all learning sessions that week • PPE is ordered and provided for staff and pupils if/when appropriate following DfE/PHE guidance • No sharing of any resources between pupils, including textbooks • No sharing of any resources between pupils and staff • Pupils must take all books are work home and keep safely. Books will not be collected in by teachers. • Any practical lessons will need to be modified so that pupils are sedentary. A teacher may demonstrate from the front of the class while students remain seated if appropriate. Any equipment used for such a demonstration would need to be thoroughly washed after use. <ul style="list-style-type: none"> • No assemblies • Timetabled sessions extended to limit movement • Staggered school start and end • Staggered break times with student supervised in rooms / playgrounds • No events requiring external visitors, this includes parents / parents evenings • Year 6 transition day is moved online • No large staff meetings. Collaborative planning to be conducted through Microsoft Teams. 	SLT/Premises/Teachers/Support Staff

Timetabled lessons for in school groups increase learning gap with those at home	3	4	12	<ul style="list-style-type: none"> • In school learning to cover same curriculum areas as those accessing learning online. • Online learning lessons and resources used to support in school learning. • Sessions in school for returning pupils must start with a recap/review activity to attain the level of engagement and understanding from home learning. 	SLT/Teachers/ Support Staff
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Scenario C – Curriculum Staffing					
Risk	I	P	R	Controls	Responsibility
Not enough staff available to supervise all classes in year groups	4	5	20	<ul style="list-style-type: none"> • Cover line to be extended so it can be manned by more than one person – AW GB • All staff report absence as soon as possible so HR and AW GB can create list of staff in school. • Available staff may have to supervise a classroom outside of their normal year group teaching for the day with students completing work from the home learning section of website system. • CTAs may have to support with supervising small groups of students 	GB/AW
Not enough staff available to supervise all pupils in classes of 15	4	5	20	<ul style="list-style-type: none"> • Emergency communication made with parents via Parent Mail and phone calls if required. The oldest students in school, excluding vulnerable students, will be sent home until a safe student: staff ratio is reached. 	SLT/KN

Scenario C – Curriculum Learning Gap					
Risk	I	P	R	Controls	Responsibility
Students behaviour is poor following period of absence	4	2	12	<p>Students are reminded of behaviour expectations and structures in the first lesson of each day</p> <ul style="list-style-type: none"> • Provision is made for students who do not follow school rules to be removed from lessons and supervised in an identified area in school 	SLT/Teachers/ Support Staff
Some pupils have been	4	4	16	Phase Leaders and teachers set up lessons to attain where gaps in learning exist	SLT/Teachers/ Support Staff

disadvantaged by accessing learning from home				<ul style="list-style-type: none"> • Future sessions, for students in school and accessing learning from home, are planned to revise and tackle these gaps • Teachers will rely on student question and answer, self-assessment, short low stakes quizzes, use of model answers and similar strategies to provide students with feedback on their learning as work will not be collected in. • Key stakeholders (students and parents) will be surveyed about the online learning platform. • Assessment and reporting calendar will be reviewed to provide appropriate and valuable information • Phase Leaders to make regular contact with students learning from home who are struggling with learning. 	
A large number of students are still having to access learning from home due to isolation and illness.	4	4	16	<p>School resources are repurposed if required to enable pupils to access online learning.</p> <ul style="list-style-type: none"> • Any additional financial support is applied for and used to provide access to online learning for students at home • Updates are sent to pupils and parents at least every fortnight with guidance about additional materials that may become available to support online learning and online safety 	SLT/Teachers/Support Staff/KN
Students are unable to access their full curriculum due to gaps in learning and other needs	4	4	16	<p>Curriculum model reviewed to allow more learning sessions in core subjects, whilst still providing access to foundation and option subjects. This will support longer term transition.</p> <ul style="list-style-type: none"> • CTAs provide support for identified pupils following outlined distancing and restricted movement measures. For pupils access online learning this support will be provided remotely. • Phase Leaders/SENCO will monitor students with learning difficulties closely and provide appropriate intervention. • Finance will look at ordering in basic equipment (pens/pencils etc) for students in school to have and not return. 	SLT/Teachers/Support Staff/KN

Scenario D – All students are in school full time with social distancing phase group bubbles in place where possible

Scenario D – Social Distancing Measures					
Risk	I	P	R	Controls	Responsibility
To minimise the potential spread of Covid-19	5	5	25	<p>Access arrangements</p> <ul style="list-style-type: none"> • Staggered start and finish times for staff and pupils reduces contact. • EYFS pupils to use EYFS entrance – 1 x metre markings in place to support social distancing. Member of SLT to be on site to support orderly que. • Pupils in other phase groups to enter school via car park and gate to bottom playground – 10 minute window for each phase group. • Pupils line up and are collected upon arrival by their class teacher without congregating in playground to reduce social contact. • Controlled and supervised entry to buildings to ensure appropriate students and staff handwashing upon entry to site. • Parents not permitted into school building. All parental communication must be by telephone with school. Clear signage to explain this on school front door and via Parentmail before school restarts. • Parents to be informed only one parent will be allowed on site at start and end of school day to limit numbers on site • At end of day phase groups to leave in 10 minute windows via bottom playground and using car park • Class teachers to observe pupils exiting the school gates if leaving alone or meeting with their parents outside school (avoid playground) if that is the arrangement. List to be compiled of which Y6s will be picked up by parents and which will be allowed to go home alone. • Appropriate PPE is worn if identified in DfE guidance if this can be sourced • Clear signage and distance markers to reinforce basic protocols across the site • Clear signage including pictorial to be used around school especially EYFS and Y1 area to reinforce basic protocols. 	SLT/Premises/Teachers

			<ul style="list-style-type: none"> • Pupils in Y1 to Y6 only go into classrooms within their phase bubbles and remain in their own classroom as much as possible. Reduced entry to any other classrooms. Only out of rooms to visit toilets and to go out for break and lunchbreak. • Phase bubbles to be allocated one break out room for use by their bubble only. • Clearly defined one-way systems minimise the risk of contact. • Chevron distance markers to be set up on corridor floors to aid social distancing. • Breaks are supervised in defined open outdoor areas at staggered times. • All class teachers or TAs go out with their classes for breaks and these breaks are staggered to allow for greater social distancing. • Any play equipment used to be kept for use only within a phase bubble. • Staggered Lunchtimes – pupils to be able to order cold packed lunches and will eat in their bubbles. Later the hall will used for hot dinners. • Kitchen team will bring packed lunches down to classroom area for pupils requiring these if some food is possible to be cut up for needy pupils (sandwiches) by catering team to maintain social distancing between MDS and pupils. Other pupils will bring their own packed lunches. • MDSA to supervise all pupils encouraging social distancing. Consider using forest area to increase space? • Pupils to sit on benches to eat their lunches. Stagger lunches – see logistics plan. • MDS to return to support lunchtime supervision from first day back. • Y6 to put their phones in the class teachers drawer to prevent them from needing to go to office. • PPE equipment available in First Aid. • Regular cleaning of shared areas (eg toilets) throughout the day to minimise risk • Regular cleaning of all shared areas including toilets by cleaners. • Parents to only be allowed contact with office by phone – attempt to have no face to face. No items will be able to be taken down to pupils in their classrooms by office staff. Parents will need to be informed of this before school returns. 	
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Classrooms

- Staff and students respect social distancing recommendations with identified teacher/student ratios applied. Maximum of 30 pupils per classroom.
- All classrooms to have sinks. Paper towels and soap – this will be refilled daily
- Pupils work at same tables throughout to avoid contamination of areas. These will be cleaned regularly.
- Pupils to work at their own table space.
- Pupils only to handle their books.
- All laptops and iPads to be identified by number and same ones used by same pupils on every occasion.
- All electrical equipment to be sanitised before being redeployed.
- Classrooms receive a thorough clean after each day according to DfE Guidance.
- Excess furniture and classroom resources to be removed from in use classrooms to avoid extra resources to have to be sanitised each day. This will also help pupils to social distance.
- Pupils to use only their own assigned resources and no shared pots of resources to be used on central tables. Pupils to be invited to bring in their own pencil cases in from home to leave in school.
- PE kits to be left permanently at school.
- TA staff to be placed on a rota to support pupils who require First Aid or who have toileting accidents. Protocol to be put in place to allow for best social distance and possible PPE equipment to protect staff offering this intimate care. Risk assessments created.
- School to provide clear guidance to parents about when not to send their children into school if they already have coughs and colds.
- Ventilation: where possible, keep all classrooms windows open to keep all rooms as cool as possible.
- Guidance to be sent out to parents to encourage them to talk through with their children about good hygiene in terms of using tissues appropriately and putting hands to their mouths when they cough before returning to school.
- School to establish care plans for our most vulnerable pupils who will face the most challenges when returning to conform to expectations. Establish a safe place for them to

			<p>go to if they need cool down or 121 with a TA who can include social distancing within this provision – allocated phase breakout spaces.</p> <ul style="list-style-type: none"> • Ensure maximum sharing of clear, calm and assertively reassuring information to parents at all stages including signposting to latest government advice and sharing of our risk assessment procedures. • Ensure all hand dryers are operational • Ensure adequate ordering and availability of hand sanitisers • Teachers to model good hand washing again to all children. Request parents reinforce and model these practices to their children too before they return to school. 	
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Scenario D – Mental Health					
Risk	I	P	R	Controls	Responsibility
Staff, students and parents may have significant gaps in mental health and wellbeing as a result of the Covid 19 pandemic	3	4	12	<ul style="list-style-type: none"> • Explore a whole school project around shared experiences of Covid 19 that all students can access and contribute to– this could help to rebuild positive relationships and sense of community • One afternoon session a week to be dedicated to wellbeing and centred around the Thrive approach and wellbeing • Regular mental health and wellbeing resources in parent update letters and on website • Safeguarding team and Wellbeing Consultant to continue to work with most vulnerable students most at risk who are still at home • Provide regular calls and face to face wellbeing checks for most vulnerable. • AO/ GN to make regular face to face and telephone contact with pupils with high levels of anxiety and mental health issues. • Wellbeing checks have been built into SLT link and collaborative planning documents to ensure monitoring of staff wellbeing. • Wellbeing resources shared with staff through principal’s updates • Fear amongst our community will be high for those returning to school. We must build confidence that school is doing everything it can to keep staff and students safe. • Clear and regular communication to parents, staff and students about safety routines and controls being taken is vital • Ensure routines in school are established quickly and efficiently to help students settle back in more easily • Those students with more serious mental health issues, should be offered the appropriate support • Ensure appropriate mental health support is available including school nurse, counsellor, grief counselling if required • Increased time allowance of Wellbeing Consultant, Counsellor, school nurse may be needed to cater for more students in school • Design comprehensive signposting documents for mental health and wellbeing – these could also be displayed on posters • Look at integrating kindness and gratitude activities into the day – Fostering positive emotion helps to rewire the brain away from negative thoughts 	SLT/Premises/Teachers/ Wellbeing Team

				<ul style="list-style-type: none"> • Provide a wellbeing questionnaire for pupils to help highlight those in need of extra support and what anxieties the students have about returning to school • Use posters to remind staff and pupils of safety procedures – hand washing, social distancing, movement around school etc • Use posters around school to promote positive messages about wellbeing and community • Implement a clear strategy of how students can access physical activity safely while at school – we know physical activity is crucial to positive mental health and wellbeing 	
Scenario D – Curriculum Timetable					
Risk	I	P	R	Controls	Responsibility
Potential for transmission of virus between pupils and staff in movement around school ⁴	4	5	20	<ul style="list-style-type: none"> • Staff are limited to working with own classes and restricted to classrooms within their phase as much as possible • Pupils remain in same classroom and at same desk for all learning sessions that week • PPE is ordered and provided for staff and pupils if/when appropriate following DfE/PHE guidance • Sharing of any resources is kept to a minimum and only within a phase bubble. • All learning to be marked in line with Feedback Policy. Books can be taken home but only by class teachers. • Any practical lessons will need to be modified so that pupils are sedentary. A teacher may demonstrate from the front of the class while students remain seated if appropriate. Any equipment used for such a demonstration would need to be thoroughly washed after use. <ul style="list-style-type: none"> • Assemblies to be held for phase groups with only one taking place each day to allow for through cleaning of the hall space • Timetabled sessions extended to limit movement • Staggered school start and end • Staggered break times with student supervised in rooms / playgrounds • No events requiring external visitors, this includes parents / parents evenings • No large staff meetings. Collaborative planning and CPD to be conducted through Microsoft Teams or Zoom. 	SLT/Premises/Teachers/Support Staff
Timetabled lessons for in school groups increase learning gap	3	4	12	<ul style="list-style-type: none"> • Sessions in school for returning pupils must start with a recap/review activity to attain the level of engagement and understanding from home learning. <ul style="list-style-type: none"> • Interventions can take place within phase bubbles • Additional funding from the Government will be carefully allocated to ensure maximum impact 	SLT/Teachers/Support Staff

with those at home				<ul style="list-style-type: none"> Any 1:1 tuition will be first led by our own team members who know the children well. 	
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Scenario D – Curriculum Staffing					
Risk	I	P	R	Controls	Responsibility
Not enough staff available to supervise all classes in year groups	4	5	20	<ul style="list-style-type: none"> Cover line to be extended so it can be manned by more than one person – AW GB All staff report absence as soon as possible so HR and AW GB can create list of staff in school. CTAs may have to support with supervising small groups of pupils 	GB/AW
Not enough staff available to supervise all pupils in classes of 30	4	5	20	<ul style="list-style-type: none"> Emergency communication made with parents via Parent Mail and phone calls if required. Pupils can be moved between classes within their phase bubble. 	SLT/KN

Scenario D – Curriculum Learning Gap					
Risk	I	P	R	Controls	Responsibility
Students behaviour is poor following period of absence	4	2	12	Students are reminded of behaviour expectations and structures in the first lesson of each day <ul style="list-style-type: none"> Provision is made for students who do not follow school rules to be removed from lessons and supervised in an identified area in school 	SLT/Teachers/Support Staff
Some pupils have been disadvantaged by accessing learning from home	4	4	16	<ul style="list-style-type: none"> Assessment and reporting calendar will be reviewed to provide appropriate and valuable information 	SLT/Teachers/Support Staff

Students are unable to access their full curriculum due to gaps in learning and other needs	4	4	16	<p>Curriculum model reviewed to allow more learning sessions in core subjects, whilst still providing access to foundation and option subjects.</p> <ul style="list-style-type: none"> • CTAs provide support for identified pupils following outlined distancing and restricted movement measures. • Phase Leaders/SENCO will monitor pupils with learning difficulties closely and provide appropriate intervention. • Finance will look at ordering in basic equipment (pens/pencils etc) for pupils 	SLT/Teachers/ Support Staff/KN
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Scenario E) All students are in school full time with no COVID-19 restrictions in place (to be read in conjunction with the COVID Risk Assessment Contingency Plan September 2021)

Scenario E – Social Distancing Measures					
Risk	I	P	R	Controls	Responsibility
To minimise the potential spread of Covid-19	5	5	25	<p>Access arrangements</p> <ul style="list-style-type: none"> • A School arrival times permitted anytime between 8.45am and 8.55am. At end of day phase groups to leave in 10 minute windows via bottom playground and using car park • Parents to be encouraged to leave the school site as soon as possible after drop off and collection • All staff across school encouraged to continue to undertake twice weekly antigen lateral flow tests to spot any early risks of contagion • PPA teachers to return to working in all year groups • Class teachers to be in their classrooms from 8.45am onwards to allow for pupils to come straight into school upon entering the school site and to ensure pupils are supervised from this point. • SLT to be positioned on the entrance gate from 8.45am onwards to welcome all pupils in and encourage them to go straight to their classrooms. Children to wash their hands on arrival. • Breaks are supervised by teachers and Teaching Assistants within phases again. • Staff Room to be reconfigured to return to its original no limit set • Lunchtimes to return to previous organisation. 	SLT/Premises/Teachers

- Regular cleaning of tables by MDSA once phase groups have finished eating before next phase group eats at the same table afterwards.
- Office staff to return to work as one group again full time with the disbanding of bubbles.
- Catering staff to return to work full time in the kitchen and bubbles disbanded.
- School to allow for frequent cleaning of toilet areas plus ICT Room.
- Regular opportunities for handwashing visible for all pupils and staff along with reinforcing posters about hygiene messages.
- All staff who wish to wear masks are entitled to, in particular whilst moving through communal areas of the school
- All staff are now able to move across and between all different year groups as bubbles have been dismantled
- TAs to observe hand washing to ensure adequate sanitation taking place, in particular for younger pupils. Staff to safeguard themselves by observing from a safe distance (safe from transmission but also accusation of inappropriateness)
- Clear protocols in place when a member of the school community displays Covid symptoms during the day. Pupil to be sent to The Hive (Covid isolation room), home contacted and pupil to be sent home to organise a Covid test
- School based visitors to be returning into school on a case by case basis with the agreement of the Principal – approach ratified by CEO and Trust members on 27.01.22.
- Examples of decision-making protocol: Social Workers viewed as essential visitors; orchestra and choir visitors postponed and viewed as non-essential

Classrooms

- All classrooms to have sinks. Paper towels and soap – this will be refilled daily
- All electrical equipment to be sanitised before being redeployed.
- Classrooms receive a thorough clean after each day according to DfE Guidance.
- Ensure all hand dryers are operational
- Teachers to model good hand washing again to all children. Request parents reinforce and model these practices to their children too before they return to school.
- All classrooms to be reorganised to best optimum arrangements for learning.
- Live marking to resume

			<ul style="list-style-type: none">• RWI to begin again working across different classrooms and with different members of staff as bubbles are now disbanded• EYFS building and climbing equipment to be used by EYFS only.• All classrooms to be well ventilated and to keep windows open where possible to ensure that there is a flow of fresh air coming into the rooms at all times if possible.	
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Scenario E – Mental Health					
Risk	I	P	R	Controls	Responsibility
Staff, students and parents may have significant gaps in mental health and wellbeing as a result of the Covid 19 pandemic	3	4	12	<ul style="list-style-type: none"> ● Ensure appropriate wellbeing support for staff is in place if required <ul style="list-style-type: none"> • Refer school staff to helpline for on-going mental health concerns and anxiety, including Covid related ones • Continued referral to HR for members of staff for whom there are concerns about mental health and well-being. • Parentmail to continue to be used to update parents and carers about all that school is doing to ensure it is a safe place in which to work and socialise with social distancing protocols in place • Pastoral Lead to be directed to work with parents who still have Covid-related anxieties • EWO to be made aware of families who may require additional support in terms of legal expectations to ensure their child attends school on a daily basis • All staff to seek to build confidence that school is doing everything it can to keep staff and pupils safe. This needs to guide all interaction between school staff, parents and pupils. <ul style="list-style-type: none"> • Clear and regular communication to parents, staff and pupils to reassure whole school community of any Covid-related anxieties • Pupils in school who may be regarded as particularly vulnerable due to mental health issues need to be seen (safely) by appropriate pastoral staff to help support them. • School uses comprehensive signposting documents for mental health and wellbeing – these could also be displayed on posters around the school • Consider delivering THRIVE sessions to support vulnerable pupils as appropriate • School to look at and continue to analyse data from testing to find out which pupils had been most impacted by Lockdown and as a result which pupils would will access catch up programs. • School to arrange for after school clubs to recommence fully as usual • Staff to encourage physical activity safely while at school. • Encourage pupils to talk about physical activity they take part in outside of school to promote its further use. 	SLT/Premises/Teachers/Wellbeing Team
Scenario E – Curriculum Timetable					

Risk	I	P	R	Controls	Responsibility
Potential for transmission of virus between pupils and staff in movement around school	4	5	20	<ul style="list-style-type: none"> • Higher Level Teaching Assistant to work across all year groups again • MDSAS to administer First Aid to all pupils outside <ul style="list-style-type: none"> • PPE is available if required • Sharing of resources both inside and outside of school to be permitted once again • Pupils take reading books home via book bag. • Books will be collected in by teachers. • Class teachers to be able to move around classroom to support all pupils once again • All assemblies to start again and parents invited to Principal assemblies termly <ul style="list-style-type: none"> • Ensure front gate has a member of SLT to welcome parents and carers to school each morning with their children • Staff meetings to be conducted either face to face or online – blended mix best approach and to be decided by most appropriate format based upon content of actual session itself 	SLT/Premises/Teachers/Support Staff
Timetabled lessons for in school groups increase learning gap with those at home	3	4	12	<ul style="list-style-type: none"> • Interventions can take place within phases • Additional funding from the Government will be carefully allocated to ensure maximum impact • Any 1:1 tuition will be led by our own team members who know the children well. 	SLT/Teachers/Support Staff

Scenario E – Curriculum Staffing					
Risk	I	P	R	Controls	Responsibility
Not enough staff available to supervise all classes in year groups	4	5	20	<ul style="list-style-type: none"> • All staff report own absence as soon as possible so that school can consider appropriate ways to cover classes 	GB/AW

Not enough staff available to supervise all pupils in classes of 30	4	5	20	<ul style="list-style-type: none"> Emergency communication made with parents via Parent Mail and phone calls if required. Pupils can be moved between classes within their phase. 	SLT/KN
Online learning is required in cases in which class groups have to self isolate at home due to class outbreak	4	3	12	<ul style="list-style-type: none"> School to provide guidance to parents regarding online learning if outbreak numbers make opening school to specific year groups impractical 	AW

Scenario E – Curriculum Learning Gap					
Risk	I	P	R	Controls	Responsibility
Pupils behaviour is poor following period of absence	4	2	12	<ul style="list-style-type: none"> Pupils are reminded of behaviour expectations and structures in the first lesson of each day Provision is made for pupils who do not follow school rules to be removed from lessons and supervised in an identified area in school 	SLT/Teachers/Support Staff
Some pupils have been disadvantaged by accessing learning from home	4	4	16	<ul style="list-style-type: none"> Class teachers will continue to establish where gaps in pupils' learning and knowledge exist and construct subsequent lessons accordingly Teachers will continue to use pupil question and answer, self-assessment, short low stakes quizzes, use of model answers and similar strategies to provide pupils with feedback on their learning as well as physically marking work again 	SLT/Teachers/Support Staff
Students are unable to access their full curriculum	4	4	16	<ul style="list-style-type: none"> Phase Leaders/SENCO will monitor pupils with learning difficulties closely and provide appropriate intervention. 	SLT/Teachers/Support Staff/KN

due to gaps in learning and other needs				
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Appendix 1

Risk Register – Version 6.0 May 2020

Legend		To establish your risk rating, it is necessary to multiply the perceived consequence (or impact) of the risk (score 1 - 5) with the perceived likelihood (or probability) of that risk occurring (score 1 - 5). See Table below for guidance on risk rating scores			Score	Risk Description	Action Required
I	Impact				25	Extreme Risk	Immediate escalation to Principal for risk control activities
P	Probability				20-15	High Risk	Risk to be actively managed with appropriate risk control activities
IxP	Risk Rating				12-6	Moderate Risk	Take appropriate action to manage risks
					5 and below	Low Risk	Risk to be removed from register with monitoring activity to assess changes in risk rating
Pupils							
	Risk	I	P	L	Controls	Site Maintenance	Responsibility

1.	Spread of Covid-19 Coronavirus (Generic – more detailed information below)	5	5	25	<ul style="list-style-type: none"> • Stringent hand washing taking place. • See hand-washing guidance. • https://www.nhs.uk/live-well/healthybody/best-way-to-wash-your-hands/ • Drying of hands with disposable paper towels. https://www.nursingtimes.net/news/researchand-innovation/paper-towels-much-moreeffective-at-removing-viruses-than-handdryers-17-04-2020/ 	<p>Hand washing facilities with soap and water in place.</p> <p>Gel sanitisers in any area where washing facilities not readily available.</p>	Students/Facilities/Pastoral/Support staff/ teaching staff/ SLT
2.	Is there access to enough sinks with hot water and soap for the number of	5	5	25		<p>Ensure that there is sufficient provision of washing and soap is available where there is</p>	Premises

	students and staff in school?					<p>re-organisation into smaller school units.</p> <p>Ensure signage is clear in washing areas.</p> <p>Ensure drying facilities are in line with public health requirements (Use of air blowers etc.).</p> <p>Ensure the cleaning of cubicles is agreed and adhered to.</p> <p>Ensure that staff facilities are deep cleaned after use to agreed protocols.</p>	
3.	Appropriate signage alerting all staff, students to the need for high standards of hygiene is not in place	4	1	4		Signage is distributed throughout the school which is student friendly and makes clear the actions to take.	SLT

4.	Students refuse PPE guidance or break agreed arrangements.	5	2	10	Pupil supervised during personal washing. Further training is provided for pupils.	Hand-washing facilities with soap and water in place .	Pastoral/ SLT
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					Infection control training for pupils - First lesson back	Gel sanitisers in any area where washing facilities not readily available.	
5.	Lack of temperature monitoring of students.	5	4	20	Monitoring protocols are agreed when there are concerns that a student falls ill (see later item).	Temperature measuring devices procured and provided to allow temperatures to be taken of pupils when there is a concern they maybe ill.	Premises
6.	Student develops Covid19 symptoms during the day.	5	5	25	Isolation protocols are agreed for those pupils demonstrating high temperatures or any other recognised symptoms. Protocols for the cleaning of temperature monitoring devices are agreed Contact networks are attempted to warn those who may have been working in proximity to student.	Cleaning takes place in the areas occupied by the student Protocols for the cleaning of the areas visited by pupils are adhered to	Premises/First Aid/ SLT

7.	On entry to building cleaning stations are not used correctly.	5	5	25	<p>Pupils trained in the correct use of cleaning stations.</p> <p>Pupils understand the impact and sanctions relating to the incorrect or lack of use of stations.</p>	<p>Clear signage in place around entry</p> <p>Cleaning stations checked regularly and records maintained</p>	Premises / SLT
8.	Students who are vulnerable in terms of personal hygiene standards.	5	2	10	<p>Staff support the home environment in ensuring that personal hygiene habits are improved.</p> <p>Letters sent home to parents suggesting washing of clothes as soon as students get home.</p>		Pastoral
9.	Catering arrangements risk the spread of the virus.	5	4	20	<p>Pupils will be provided with packed lunches during the school day.</p> <p>FSM students have food delivered to them if needed.</p> <p>Government FSM vouchers issued.</p>	<p>Catering arrangements follow the distancing arrangements found in the rest of the school</p> <p>The catering facility acts as a “take-away” with</p>	Premises

					<p>single use and prepacked food.</p> <p>Staff in the catering facility must wear PPE to prevent contamination.</p> <p>Other food and hygiene guidelines published by the Government must be followed.</p>	
10.	Attendance arrangements do not account for students expected in school or at home.	4	1	4	<p>Attendance staff are aware of those required to attend or be at home on a particular day</p> <p>Attendance recording methodology ensures that students are safe</p> <p>Calling systems for students at home are well established and utilised for ALL pupils</p> <p>There is an agreement as to how attendance will be recorded for statistical purposes.</p>	Attendance/ SLT

11.	Dual placements accessed by vulnerable students.	5	2	10	<p>Significant controls required as contact and infection risk increased</p> <p>Coordination between centres to facilitate single placement</p> <p>Attendance records shared between centres more regularly to ensure safety of student.</p>		Safeguarding
12.	Students do not display symptoms but later found to have the virus.	5	5	25	<p>Make family aware of their responsibility to self-isolate.</p> <p>Track and trace within school to identify and inform all those who may have been in contact to self-isolate</p> <p>If there are siblings within and at other schools, make centres aware of the need for isolation.</p>	Deep clean all areas that were visited by the student	Pastoral/ SLT

13.	Unwell students attend the school.	5	5	25	<p>Make family aware of their responsibility to self-isolate Isolate the pupil and contact family</p> <p>Decide how the pupil will return home safely</p> <p>Track and trace within school to identify and inform all those who may have been in contact to self-isolate</p> <p>If there are siblings within and at other schools, make centres aware of the need for isolation</p>	Deep clean all areas that were visited by the pupil	First Aid/Premises/Pastoral/SLT
14.	Siblings are reported to have been taken ill during the school day.				<p>Make family aware of their responsibility to self-isolate. Isolate the pupil and contact family</p> <p>Decide how the pupil will return home safely</p> <p>Track and trace within school to identify and inform all those who may have been in contact to self-isolate.</p>	Deep clean all areas that were visited by the student	First Aid/Premises/Pastoral/SLT

15.	Curriculum coverage or delivery cannot be achieved in given arrangement.				<p>Pre-plan the areas of curriculum that can be delivered remotely or by independent learning.</p> <p>Pre-plan phased approach to curriculum delivery based on proportions of students attending over a</p>		SLT/ teaching staff
					<p>given time to ensure student coverage and to keep pupils 'in-step'.</p>		
16.	Power, ICT, landline or phone outage.	5	1	5	<p>Prepare cascaded manual communication protocols to ensure the safety of pupils.</p> <p>Agree protocols to release students and send home if safe to do so</p>		Premises / Principal
17.	Student injury requiring close physical support.	3	4	12	<p>Agree team with PPE and skills to intervene</p> <p>Follow emergency service advice on movement or securing the area by removing other occupants</p> <p>Agree route by emergency services to the patient</p> <p>We will seek guidance on CPR training for staff</p>	Deep clean areas after action taken	First Aid

18.	Students potentially spreading virus by using written workbooks (or school-based textbooks) that require teacher marking.	5	2	10	<p>Books to be stored for agreed time to ensure minimal risk of viral transfer.</p> <p>Focus on self-assessment and no books taken in.</p> <p>No book to be used more than once a week by pupils.</p> <p>Pupils responsible for self-assessment.</p>		Teaching staff/ support staff
19.	Staff needing to move student within class.	3	2	6	<p>Movement of pupils must follow the social distancing rules for both staff and students</p> <p>Where a pupil is required to move, they should move to a known clean area and their previous place must be cleaned</p>		Teaching staff/ support staff
20.	CTA's operating with students outside guidelines.	4	2	8	<p>Staff must follow the social distancing rules for both staff and pupils</p> <p>Arrangements for vulnerable pupils and pupils on EHCP must be in place, particularly where they may not understand why social distancing is taking place (ASD)</p> <p>Support staff to take care to clean between different lessons or groups – if this approach has been agreed</p>		SENCO

21.	Ventilation is not maintained in classrooms.	3	4	12		Regular checks on ventilation in rooms is essential to prevent room temperature increasing Whole school temperature maintained slightly lower than normal	Premises/ SLT
22.	Isolation of students contaminates area while waiting to be collected from school owing to family illness or student becoming unwell.	5	5	25	Protocols for the cleaning of temperature monitoring devices are agreed Contact networks are used to warn those who may have been in contact	Cleaning takes place in the areas occupied by the pupils Protocols for the cleaning of the areas visited by pupils are adhered to	Pastoral / First Aid / Premises/ SLT

23.	Vulnerable children not identified upon return to school.	5	5	25	Known vulnerable lists reviewed and new concerns added		Safeguarding/ PPG lead/ SLT
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					Heightened awareness of vulnerability by all staff – including the wellbeing of students		
24.	Relevant medical conditions of all students attending the school during this time has changed.	5	5	25	Raised awareness by school of the need to respond to well-being as well as physical medical conditions Students deemed vulnerable if there are recent concerns relating to the return to school		HR / First Aid / Pastoral
25.	Transportation difficulties of students attending school who usually use buses or taxis.	3	3	9	Social distancing agreements between school and transport, which include students only travelling in the rear of vehicles. Communication by transport companies where drivers report sickness - resulting in student isolation.		Safeguarding / SENCO
26.	Group size results in inadequate social distancing, even when Government guidelines are followed.	5	3	15	SLT takes a view and acts according to the safe operating within the environment available The Trust makes clear to parents of the rationale for decisions regarding student numbers in rooms		SLT/ HR

					Close liaison with HR and Associations regarding the rationale surrounding student numbers in rooms at CHS		
27.	Fire evacuation arrangements render the social distancing redundant.	5	3	15	Protocols agreed for the movement of students during fire evacuation		Premises
28.	Potential for spreading virus during social times.	5	5	25	Breaks and movement reduced to a minimum Staggered start adhered to Breakfast club protocol to be agreed		Teaching staff /Pastoral
29.	Risk of spread of virus through the use of personal electronic equipment in school.	5	3	15	No personal electronic equipment to be visible while on school premises Any equipment brought on to site to be in a sealed plastic bag		Principal / SLT / Pastoral

30.	Lack of support for students dealing with grief and anxiety or attachment theory after school opens.	4	2	8	Explore online training sessions for staff and students. Bereavement Policy in place Use of Thrive practitioners		Principal/Pastoral/Thrive practitioners /CPD
31.	Insufficient equipment and stationery when school opens hinders learning.	4	4	12	Check supplies/resources within subject areas. Order educational equipment and stationery needed for opening.		Subject Leaders/ teaching staff/ Admin
32.	Spread of Covid through students' lost property held by school.	5	2	10	<ul style="list-style-type: none"> • Protocols for collection and storing of student lost property in place. • Agree timed delayed arrangements for return of student lost property 	Designated area for collection of lost property.	Premises/Admin
33.	Students failing to adhere to the school uniform policy.	2	3	6	<ul style="list-style-type: none"> • Purchasing school uniform in bulk for distribution to our vulnerable students. • Arrangements for a loan of uniform and protocols in place for return of the same. • Accepting PE uniform as a replacement to school uniform. 		Pastoral/ PPG lead
34.	Lockdown has a negative impact on the learning and behaviour of students.	3	4	12	<ul style="list-style-type: none"> • Establish new learning and behaviour routines for staff and students. • Behaviour policy reissued to all parents and reiterated to students on return. • Staff guidance about responding appropriately to children's behaviour, which may reflect their anxieties or other concerns. 		Pastoral/ SLT

35.	Possible prejudice towards certain groups of students (both online and in person).	4	2	8	<ul style="list-style-type: none"> Application of relevant policy to address the issue concerned. 		Safeguarding/Pastoral/ SLT
36.	Pupil medication in school is not secured	4	3	12	<ul style="list-style-type: none"> Check with parents any changes to medications Ensure medication is not out of date. 		Admin/ SLT
	safely and out of date.				<ul style="list-style-type: none"> Ensure safe storage of all medication Students do not carry medication around school. Safe dispensation of medication to students by relevant member of staff. 		
37.	Potential disruption to smooth transition of Year 6 students into Year 7.	5	2	10	<ul style="list-style-type: none"> Facilitate online transition by setting up working groups on WhatsApp, teams etc. Virtual online tours of school and transition work for Year 6 students Consider transition arrangements for our vulnerable students, which include phased or separate days of transition. 		Year 6 Transition team HBW/Subject leaders/SEND
38.	Students on AP are not able to access learning.	3	3	9	<ul style="list-style-type: none"> Liaise with AP providers Redeployment of outreach tutors. 		HP THIS IS NOT RELEVANT FOR RH AT PRESENT BUT HAS BEEN CONSIDERED

39.	Parents do not want to send their child in to school.	5	3	15	<ul style="list-style-type: none"> School will minimise the risk, but will allow parents to exercise their right not to send their child in pre vaccination. Will follow all the DfE guidance on attendance. 		Principal/Pastoral/ Attendance
40.	Cramped bike sheds negates effective social distancing .	5	3	15	<p>Possible provision of additional bike racks.</p> <p>Entry and exit into bike shed monitored to maintain social distancing.</p>		Premises/Pastoral
41.	Spread of virus through the operation of lifts.	5	3	15	<p>Reducing maximum occupancy for lifts</p> <p>Providing hand sanitiser in and outside lifts.</p>		Premises
Staff							
	Risk	I	P	L	Controls	Site Maintenance	Responsibility
1.	Spread of Covid-19 Coronavirus (Generic – more detailed information below)	5	5	25	<ul style="list-style-type: none"> Stringent hand washing taking place. See hand-washing guidance. https://www.nhs.uk/live-well/healthybody/best-way-to-wash-your-hands/ Drying of hands with disposable paper towels. 	Hand washing facilities with soap and water in place	Principal /SLT /Teachers/Support Staff

				<ul style="list-style-type: none"> • https://www.nursingtimes.net/news/researchand-innovation/paper-towels-much-moreeffective-at-removing-viruses-than-handdryers-17-04-2020/ • Staff encouraged to protect the skin by applying emollient cream regularly • https://www.nhs.uk/conditions/emollients/ <p>https://www.gov.uk/government/publications/covid19-guidance-on-social-distancing-and-for-vulnerablepeople</p>	Gel sanitisers in any area where washing facilities not readily available		
2.	Is there access to enough sinks with hot water and soap for the number of staff in school?	5	5	25	<p>Ensure that staff facilities are deep cleaned after use to agreed protocols.</p> <p>Ensure that staff facilities are available in each campus area where instigated.</p> <p>Staff toilets area to be cleaned regularly – record sheet to be produced and used.</p>	<p>Ensure that there is sufficient provision of washing and soap is available where there is re-organisation into smaller school units</p> <p>Ensure signage is clear in washing areas</p> <p>Ensure drying facilities are in line with public health requirements (Use of air blowers etc.)</p> <p>Ensure the cleaning of</p>	Premises

						cubicles is agreed and adhered to	
3.	Supply and quality of PPE availability is insufficient in school.	5	5	25	Where stocks are low and at risk of running out, SLT are informed and appropriate plans are made to close down that area or in extreme circumstances, the school.	Responsibility is given to a member of staff for the ordering and distribution of adequate PPE throughout the school.	Premises/ SLT

						Where stocks are low and at risk of running out, SLT are informed and appropriate plans are made to close down that area or in extreme circumstances, the school.	
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4.	Regime of cleaning within the school is not quality assured.	5	2	10	All cleaning staff are specifically trained in deep cleaning.	The quality control of cleaning is documented and maintained through a clearly structured protocol. Spot checks are carried out by supervisors in each team of cleaners The quality control is monitored by QA protocols.	Premises
5.	Appropriate signage alerting all staff, students to the need for high standards of hygiene is not in place.	4	1	4		Signage is distributed throughout the school which is student friendly and makes clear the actions to take.	Premises
6.	Safety protocols not clearly displayed and understood by all.	3	2	6	Safety procedures are reviewed to ensure that the social distancing protocols can be adhered to at all times. Fire evacuation procedures are reviewed and adjusted to allow for social distancing protocols. There is agreement and signage relating to any room reorganisation that takes place.	The taping of floors to ensure social distancing is in place. Any previous signage in the school is temporarily covered to avoid confusion.	Premises

					https://www.gov.uk/government/publications/covid19-guidance-on-social-distancing-and-for-vulnerablepeople	<p>Signage is clear for visitors from the point of entry to the school.</p> <p>Signage is clear to delivery drivers from the point of entry.</p>	
7.	Staff /student interactions if restraint is required.	5	2	10	<p>Protocols are clear when this type of incident takes place.</p> <p>Staff team involved are named and known.</p> <p>Incident is logged and contact register is updated.</p>	<p>Cleaning / PPE is agreed and takes place after incident.</p>	Pastoral/ SLT/ AW
8.	School lapse in following Government or locally agreed guidance.	5	2	10	<p>Protocols written as a result of initial guidance to be re-evaluated – monitored by Principal and Trust CEO.</p> <p>Named SLT member responsible for continued monitoring and recording quality control of systems tightens systems.</p> <p>Principal and Trust may face sanctions from authorities for failure to follow guidance – potential for role by Governors and Trustees in QA.</p>	<p>Protocols written as a result of initial guidance to be re-evaluated – monitored by Principal and Trust CEO.</p>	CEO/Principal

9.	ICT equipment is not cleaned.	4	2	8	Protocol for cleaning including timings and responsibilities.	<p>Clear cleaning roles, timings and people responsible are clarified.</p> <p>Cleaning materials are present in rooms with ICT and replenished on a regular basis.</p> <p>All ICT equipment contain simple signage</p>	Subject Lead
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						which can be turned to say "Clean" or "Requires cleaning" by any user interacting with the device.	
10.	Science , Technology and practical subjects arrangements and use of equipment.	4	3	12	Protocol for cleaning including timings and responsibilities.	Staff members to clean equipment using agreed protocols and leave equipment for safe amount of time before next use.	Teaching staff/ Subject leads

11.	Physical Education arrangements and use of equipment.	4	3	12	<p>Protocol for cleaning including timings and responsibilities.</p> <p>Clear cleaning roles, timings and people responsible are clarified and monitored by PE staff leaders.</p> <p>Records maintained of equipment cleaning and QA by SLT.</p>	<p>Staff members to clean equipment using agreed protocols and leave equipment for safe amount of time before next use.</p>	Teaching staff/ Subject leads
12.	Music education arrangements and use of equipment.	4	3	12	<p>Protocol in the sharing of instruments to be prepared and adhered to.</p> <p>Protocol in the employment and use of peripatetic staff is drawn up and adhered to.</p> <p>Classroom protocols to apply to group rehearsals.</p> <p>No choir or choral activities should take place.</p>		Teaching staff/ Subject leads
					<p>No singing activities where extended distancing is not possible.</p>		

13.	Staff member develops Covid19 symptoms during the day.	5	5	25	<p>Isolation protocols are agreed for those staff demonstrating high temperatures and any other recognised symptoms.</p> <p>Protocols for the cleaning of temperature monitoring devices are agreed.</p> <p>Contact networks are attempted to warn those who may have been working in proximity to staff.</p>	<p>Cleaning takes place in the areas occupied by the staff.</p> <p>Protocols for the cleaning of the areas visited by staff are adhered to.</p>	Premises/First Aid/ SLT
14.	On entry to building cleaning stations are not used correctly.	5	5	25	<p>Staff trained in the correct use and importance of cleaning stations.</p>	<p>Clear signage in place around entry.</p>	Premises
15.	Control measures for high-risk visitors (e.g. key worker NHS staff) bringing the Covid19 virus into school or college inadvertently.	5	2	10	<p>Protocols are agreed relating to visitors who should be allowed into the school.</p> <p>Protocols are in place for the impact of Ofsted inspectors visiting the school.</p> <p>Protocols are in place for other visitors, such as Governors, LA representatives or external professionals to ensure the safety of staff and students.</p> <p>Protocols are in place for staff and student movement as a result of emergency services called to the school.</p>	<p>A list of 'allowed' visitors to be held in reception.</p>	Premises/First Aid/SLT

16.	Staff numbers are insufficient to open school.	4	1	4	Comprehensive audit of staff available to return to school.		HR
17.	Students who are vulnerable in terms of personal hygiene standards.	5	2	10	<p>Protocols exist for staff to support students who have personal hygiene issues.</p> <p>Staff ensure that these students are using the hygiene stations appropriately.</p>		Pastoral

					Staff support the home environment in ensuring that personal hygiene habits are improved.		
18.	Unions and associations do not consider the school is a safe place to work.	5	2	10	<p>Professional associations are included in discussions and informed of the rationale of key decisions.</p> <p>Where necessary, HR professionals support staff relating to any concerns regarding their personal safety.</p>		Principal
19.	Gaps occur in control measures previously agreed in line with Government guidance.	5	5	25	<p>Through QA procedures, gaps in control measures are responded to rapidly.</p> <p>At all levels, concerns regarding control measures should be reported and action taken where necessary.</p>		Principal/CMG

					There may be a consideration for a control measures group to be formed, which involves senior and maintenance staff.		
20.	Guidelines are not followed by a staff member.	5	3	15	<p>Response by line managers and, where necessary HR to correct the position.</p> <p>Training is provided to ensure that the member of staff understands the rationale behind the protocol or procedure.</p>		Principal/HR
21.	Poor quality communication leads to an incident in school.	5	2	10	<p>The communication of control measures should be regularly tested by key staff.</p> <p>Gaps in knowledge should lead to a training event for staff.</p> <p>Any incident should be evaluated for learning and possible adaptation to systems.</p> <p>Communication systems should be reviewed.</p>		Principal/HR

22.	Staff member fails to report a family member confirmed positive for the virus.	5	2	10	<p>A decision to isolate and remove the staff member from the premises should be taken as a priority.</p> <p>Contact networks should be established where possible and those people should isolate.</p> <p>The staff member should be communicated with.</p>	<p>A cleaning regime should take place to cover the areas where the staff member had been</p>	Principal/HR
23.	Staff member fails to report that they are unwell but attends school.	5	2	10	<p>A decision to isolate and remove the staff member from the premises should be taken as a priority.</p> <p>Contact networks should be established where possible and those people should isolate.</p> <p>The staff member should be communicated with.</p> <p>Investigate the temperature monitoring on entry to check if systems are working and secure.</p>	<p>A cleaning regime should take place to cover the areas where the staff member had been</p>	Principal/HR

24.	Staff absence reaches point where arrangements cannot be sustained.	5	4	20	<p>SLT analysis of staffing confirms the absence figures Staff availability drives the decision on numbers of students possible to teach in school</p> <p>Consideration of the SAFE appointment of supply staff.</p> <p>Decision on the school priority in terms of year group / proximity to examination and previous time in school.</p> <p>A joint decision is based on the possibility of a medium-term adjustment to the timetable rather than any short-term changes to ensure that there is continuity.</p> <p>The rationale of the decision is shared widely to ensure understanding by all, including staff, students, parents and the public.</p>		SLT/HR
25.	Supply staff have not accessed school arrangements and do not comply inadvertently.	5	2	10	<p>A decision to isolate and remove the staff member from the premises should be taken as a priority.</p> <p>Contact networks should be established where possible and those people should isolate.</p> <p>The staff member should be communicated with.</p>	A cleaning regime should take place to cover the areas where the staff member had been	HR/SLT

26.	Catering arrangements risk the spread of the virus.	5	4	20	Arrangements for the consumption of food must follow agreed social distancing protocols.	<p>Catering arrangements follow the distancing arrangements found in the rest of the school.</p> <p>The catering facility acts as a “take-away” with single use and prepacked food.</p> <p>Staff in the catering facility must wear PPE to prevent contamination.</p> <p>Other food and hygiene guidelines published by the Government must be followed.</p> <p>Cleaning of the areas should follow deep clean procedures after each session.</p>	Premises
27.	Cleaning staff absence.	5	5	25		For cleaning staff that are self-isolating, consideration of the risk of contact with other staff previously.	Premises

28.	Dual placements accessed by vulnerable students.	5	2	10	<p>Significant controls required as contact and infection risk increased.</p> <p>Coordination between centres to facilitate single placement.</p> <p>Attendance records shared between centres more regularly to ensure safety of student.</p>		Safeguarding
29.	Virus confirmed positive for staff member who was in school the previous day or week.	5	5	25	<p>Track and trace within school to identify and inform all those who may have been in contact to self-isolate.</p> <p>Decide if necessary, to lock down area/campus for deep clean.</p> <p>Remind staff member of the importance to self-isolate.</p>	Deep clean all areas that were visited by the staff member.	HR/Premises/ SLT

30.	Curriculum coverage or delivery cannot be achieved in given arrangement.	5	5	25	<p>Pre-plan the areas of curriculum that can be delivered remotely or by independent learning.</p> <p>Pre-plan phased approach to curriculum delivery based on proportions of students attending over a given time to ensure student coverage and to keep students 'in-step'.</p> <p>Campus arrangements take into account resource need such as Labs/workshops/ICT suites.</p> <p>Pre-plan for each key stage and year group the resource needs for staged return to school.</p> <p>Pre-plan to identify gaps within school populations through on entry assessment.</p>		Teaching staff
31.	Power, ICT, landline or phone outage.	5	1	5	<p>Prepare cascaded manual communication protocols to ensure the safety of staff.</p> <p>Agree protocols to release and send staff home if safe to do so.</p>		Premises/Principal

32.	Staff injury requiring close physical support.	3	4	12	<p>Agree team with PPE and skills to intervene.</p> <p>Follow emergency service advice on movement or securing the area by removing other occupants.</p> <p>Agree route by emergency services to the patient.</p> <p>Team to clean themselves and remove/replace PPE.</p>	Deep clean areas after action taken	First Aid
33.	Students potentially spreading virus by using written workbooks (or school-based textbooks) that require teacher marking.	5	2	10	<p>Books to be stored for agreed time to ensure minimal risk of viral transfer.</p> <p>Focus on self-assessment and no books taken in.</p> <p>No book to be used more than once a week by students.</p>		Teaching staff
34.	Staff lending equipment for lessons.	5	2	10	<p>No equipment should be returned to staff or centrally after use.</p> <p>Every student to be required to be self-contained in terms of writing equipment at all times.</p> <p>No sharing of equipment to take place.</p>		Teaching staff

35.	Staff needing to move student within class.	3	2	6	On call staff follow social distancing rules when intervening and only enter rooms as a last resort.		SLT/ AW
36.	CTA's operating with students outside guidelines.	4	2	8	Staff must follow the social distancing rules for both staff and students.		SENCO

					<p>Arrangements for vulnerable students must be in place, particularly where they may not understand why social distancing is taking place (ASD).</p> <p>Support staff to take care to clean between different lessons or groups – if this approach has been agreed.</p>		
37.	Ventilation is not maintained in classrooms.	3	4	12		<p>Regular checks on ventilation in rooms is essential to prevent room temperature increasing.</p> <p>Whole school temperature maintained slightly lower than normal.</p>	Premises

38.	Inefficient distribution of 'critical' or 'key workers' defined for each scenario.	3	3	9	<p>Breakdown of social distancing controls and viral controls results in greater threat to control.</p> <p>Ensure pupil/staff ratio is adhered to for each scenario planned at strategic level.</p>		SLT
39.	Relevant medical conditions of all staff attending the school during this time has changed.	5	5	25	<p>Raised awareness by school of the need to respond to well-being as well as physical medical conditions.</p> <p>Staff deemed vulnerable if there are recent concerns relating to the return to school.</p>		HR / First Aid / Pastoral
40.	Transportation difficulties of staff attending school who usually use buses or taxis.	3	3	9	<p>Staff reminded of the need for social distancing on transport.</p> <p>Staff reminded of the need to adopt strict personal cleaning regime on arrival to school.</p>		HR
41.	Vulnerable staff (those with underlying health conditions and pregnant women) risk infection.	5	5	25	<p>HR aware of staff who may feel vulnerable and maintain contact regularly.</p> <p>Staff asked to make the school aware of likely vulnerability of family members.</p>		HR

					School adopts a protocol for staff members who consider themselves more vulnerable.		
42.	Staff who live with or care for vulnerable people working from home risk infection	5	5	25	<p>HR aware of staff who may feel vulnerable and maintain contact regularly.</p> <p>Staff asked to make the school aware of likely vulnerability of family members.</p> <p>School adopts a protocol for staff members who consider themselves more vulnerable.</p> <p>HR and Associations maintain close working relationships to avoid potential difficulties.</p>		HR
43.	Inadequate support for staff working.	3	1	3	<p>School and Trust vulnerable to action by Associations for perceived lack of care and safety.</p> <p>Quality Assurance and Quality Control of all systems are well documented.</p>	Quality Control of all systems are well documented	Principal / HR

44.	Group size results in inadequate social distancing, even when Government guidelines are followed.	5	3	15	SLT takes a view and acts according to the safe operating within the environment available. The Trust makes clear to parents of the rationale for decisions regarding student numbers in rooms.		SLT / HR
45.	Staff meeting with parents and carers risk infection.	5	1	5	Staff / Parents meetings should take place digitally. There should be an agreed electronic point of contact for all parents/carers of students.		Pastoral/Teaching staff
46.	Fire evacuation arrangements render	5	3	15	Protocols agreed for the movement of students during fire evacuation.		Premises

	the social distancing redundant.						
47.	Potential for spreading virus during social times.	5	5	25	Breaks and movement reduced to a minimum. Staggered starts adhered to.		Teaching staff/ support staff

48.	Risk of spread if virus through the use of personal electronic equipment in school.	5	3	15	No personal electronic equipment to be visible while on school premises. Any equipment brought on to site to be in a sealed plastic bag.		Principal / SLT / Pastoral
49.	School trips and visits	5	1	5	It is likely to be inappropriate for school trips and visits to take place until a significant national change in lockdown measures is seen..		EVC
50.	Impact on staff wellbeing due to apprehensions about returning to work.	5	3	15	Occupational health referrals/bringing in external expertise to promote staff well-being.		HR/Principal
51.	Potential inability to recruit new staff.	5	5	25	<ul style="list-style-type: none"> • Adverts are placed early and nationally. • Safer recruitment protocols updated. • Applications are pursued effectively. • Efficient turnaround times from advert closure to appointment of new staff. • Ensuring QTS, DBS checks and references are in order. • Update single central record with details of new staff or trainees. 		HR/Principal

52.	Lack of appropriate induction for our new staff/trainees	3	3	9	<ul style="list-style-type: none"> Plan for induction of new staff to be delivered remotely. Probationary periods continue to be applied for support staff. Teachers receive appropriate length of induction and support corresponding to their position. 		HR/AW
					<ul style="list-style-type: none"> Contact ITT providers for updates on ITT placements. 		
53.	Staff appraisal policy may not be fit for purpose.	2	2	4	<ul style="list-style-type: none"> Review staff appraisal policy if necessary. <ul style="list-style-type: none"> Review pay progression for staff 2020/2021, 		HR/Principal
54.	Spread of Covid through students' lost property held by school.	5	2	10	<ul style="list-style-type: none"> Protocols for collection and storing of student lost property in place. <ul style="list-style-type: none"> Agree timed delayed arrangements for return of student lost property. 	Designated area for collection of lost property.	Premises/Admin
55.	Possible prejudice towards certain groups of staff (both online and in person).	4	2	8	<ul style="list-style-type: none"> Application of relevant policy to address the issue concerned. 		Safeguarding/Pastoral
56.	Staff do not have appropriate training on infection control.	5	5	25	<ul style="list-style-type: none"> Infection control training for all staff - investigate an online course for staff to complete before returning to the work place. 		Premises

57.	Potential Ofsted inspection aimed at safeguarding and minimising risks.	2	2	4	<input type="checkbox"/> Prepare a brief statement about school's response to COVID-19. <input type="checkbox"/> Develop an outline of a long-term plan to re-establish the normal operating of school. Include actions taken at each stage to ensure safeguarding is prioritised.		Principal
58.	Staff unclear on the absence reporting system linked to COVID-19.	5	2	10	<input type="checkbox"/> Set protocol agreed for absence reporting system and issued to all staff. <input type="checkbox"/> Information passed to HR for recording and risk register updated.		HR/Principal
59.	Use of large communal areas by staff increases the probability of spread of virus.	5	3	15	<input type="checkbox"/> Guidance issued to staff on restricted use of such areas e.g. Staff rooms, team rooms. <input type="checkbox"/> No staff meetings in large venues.		Principal/Premises
60.	Staff who are shielding or selfisolating do not want to come in to work.	5	3	15	<input type="checkbox"/> Staff safety is paramount. <input type="checkbox"/> Risk register is accurate and regularly amended,		HR/Principal

					<ul style="list-style-type: none"> • Flexible approach to allow staff to work from home in accordance with government guidelines. • Providing equipment for employees to work from home safely and effectively — for example, laptops. 		
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61.	Spread of virus through the operation of lifts.	5	3	15	Reducing maximum occupancy for lifts Providing hand sanitiser in and outside lifts.		Premises
62.	Social distancing hindered due to sharing of office.	4	2	8	Effective social distancing protocols where office is shared. Seating in offices is rearranged so that staff are working side by side or facing away from each other where possible. Using screens to create barriers where possible. Avoid hot desking.		Premises
63.	Lack of communication with LA regarding our new arrangements	3	2	6	Communication protocols with LA updated and regularly reviewed.		
Parents/Visitors							
	Risk	I	P	L	Controls	Site Maintenance	Responsibility

1.	Spread of Covid-19 Coronavirus (Generic – more detailed information below).	5	5	25	<ul style="list-style-type: none"> • Stringent hand washing taking place. • See hand-washing guidance. • https://www.nhs.uk/live-well/healthybody/best-way-to-wash-your-hands/ • Drying of hands with disposable paper towels. • https://www.nursingtimes.net/news/researchand-innovation/paper-towels-much-moreeffective-at-removing-viruses-than-handdryers-17-04-2020/ • Staff encouraged to protect the skin by applying emollient cream regularly. 	<p>Hand washing facilities with soap and water in place</p> <p>Gel sanitisers in any area where washing</p>	Principal /SLT /Teachers/Support Staff
					<ul style="list-style-type: none"> □ https://www.nhs.uk/conditions/emollients/ https://www.gov.uk/government/publications/covid19-guidance-on-social-distancing-and-for-vulnerablepeople 	facilities not readily available	
2.	On entry to building cleaning stations are not used correctly.	5	5	25	Visitors trained in the correct use of cleaning stations.	Clear signage in place around entry.	Premises

3.	Control measures for high-risk visitors (e.g. key worker NHS staff) bringing the Covid19 virus into school or college inadvertently.	5	2	10	Visitors trained in the correct use of cleaning stations.	A list of 'allowed' visitors to be held in reception.	Premises / First Aid / SLT
4.	Students who are vulnerable in terms of personal hygiene standards.	5	2	10	Staff support the home environment in ensuring that personal hygiene habits are improved.		Pastoral
5.	Catering arrangements risk the spread of the virus.	5	4	20	Suppliers and deliveries must follow the arrangements agreed regarding any visitor to the school (detailed elsewhere).	Catering arrangements follow the distancing arrangements found in the rest of the school. The catering facility acts as a "take-away" with single use and prepacked food. Other food and hygiene guidelines published by the Government must be followed.	Premises
6.	Students do not display symptoms but later found to have the virus.	5	5	25	Make family aware of their responsibility to self-isolate.	Deep clean all areas that were visited by the student.	Pastoral/Premises/ SLT

7.	Unwell students attend the school.	5	5	25	Make family aware of their responsibility to self-isolate.	Deep clean all areas that were visited by the student.	Pastoral/Premises/ SLT
8.	Siblings are reported to have been taken ill during the school day.	5	5	25	Make family aware of their responsibility to self-isolate.	Deep clean all areas that were visited by the student.	Pastoral/Premises/ SLT
9.	Isolation of students contaminates area while waiting to be collected from school owing to family illness or student becoming unwell.	5	5	25	Family reminded of responsibility to socially isolate.	Cleaning takes place in the areas occupied by the students.	Pastoral / First Aid / Premises/ SLT
10.	Transportation difficulties of students attending school who usually use buses or taxis.	3	3	9	Social distancing agreements between school and transport, which include students only travelling in the rear of vehicles. Communication by transport companies where drivers report sickness - resulting in student isolation.		Safeguarding / SENCO
11.	Staff meeting with parents and carers risk infection.	5	1	5	Staff / Parents meetings should take place digitally. There should be an agreed electronic point of contact for all parents/carers of students.		Pastoral/ SLT
12.	Risk of spread if virus through the use of personal electronic equipment in school.	5	3	15	No personal electronic equipment to be visible while on school premises.		Principal / SLT / Pastoral

					Any equipment brought on to site to be in a sealed plastic bag.		
13.	Ineffective communications between staff and governors as school prepares to open and afterwards.	5	2	10	Access to online communication tools that facilitate sharing of documents Virtual discussion/decision making during social distancing. Protocols on Governor safeguarding training updated.		IT/Principal
14.	Spread of virus through use of touch pads by visitors.	5	2	10	Limiting external visitors to school. Alternative protocol to signing in agreed (reporting to reception and reception signs visitor in)		Premises/Admin/Principal
15.	Spread of virus through visits by building contractors	5	2	10	Building contractors carry out work during out of school hours. • Stringent hand washing taking place. • See hand-washing guidance. https://www.nhs.uk/live-well/healthybody/best-way-to-wash-your-hands/ • Drying of hands with disposable paper towels. https://www.nursingtimes.net/news/researchand-innovation/paper-towels-much-moreeffective-at-removing-viruses-than-handdryers-17-04-2020/		Premises

Appendix 2 – PPE Equipment Advice

Personal Protective Equipment (PPE) Prioritisation Project

Principles, framework and options

08 April 2020, Updated 21st April

Latest Updates added 29 April 2020 (highlighted)

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Acknowledgements:

We are grateful to the Suffolk system leaders who gave up their invaluable time to provide feedback on the paper and for taking part in the engagement exercise. Colleagues took part in the engagement exercise: Mark Hardingham, Peter Devlin, Allan Cadzow & Children and Young People DMT, Matthew Carney & Colleagues from Suffolk constabulary, Alex Wilson, West Suffolk Councils, Cassandra Clements, Babergh and Mid Suffolk Councils, Stephen Baker, East Suffolk Councils and James Fairclough, Ipswich Borough Council.

Personal Protective Equipment (PPE) Prioritisation Project - Principles, framework and options

Background

This guidance clarifies the use of Personal Protective Equipment (PPE) for those people who may be at risk of exposure to the SARS-CoV-2 virus during their daily work. It specifically excludes NHS primary and secondary care settings and NHS commissioned services.

Staff members who usually wear PPE as part of their normal work should continue to do so. This guidance is in addition to normal standard precautions for infection prevention control.

A distinction should be made between social distancing measures directed at the general public and the PPE requirements in a work/service setting. The objective of the former is to contain the epidemic and ensure that the NHS is not overwhelmed by a large number of cases. The objective of the PPE initiative is to reduce the risk of disease transmission to the staff and the members of the community who are undertaking shielding due to their high risk.

General Principles for the use of PPE in relation in COVID-19

The general principles across all settings and contexts are:

- All direct care¹/contact within 2m of a possible (symptomatic) or confirmed case of Covid-19 is high risk and PPE should be prioritised.
- Any contact with extremely vulnerable individuals (those falling into the shielding category²) poses a high risk to that individual and PPE should be prioritised.

¹Direct care examples provided in the [national guidance](#) are assisting with getting in/out of bed, feeding, dressing, bathing, grooming, toileting, giving medications, dressings etc. and in circumstances of wandering residents.

² There are certain conditions that make individuals extremely vulnerable to Covid-19 (listed in the [Shielding guidance](#)). These people are advised to self-isolate and should be protected from others.

- Where social distancing (keeping 2m away from individuals) can be applied with symptomatic individuals the risk is low. However, these situations should be risk assessed on a case-by-case basis.
- Contact with asymptomatic individuals does carry a risk due to the current situation of sustained transmission³ within the UK and PPE is required for direct patient/resident care⁴ (within 2m). This situation is being continually reviewed and is subject to change.
- Social distancing should be maintained wherever possible, but it is understood that this will not always be practical in certain work situations.

Current evidence on transmission of the SARS-CoV-2 virus

According to current evidence, SARS-CoV-2 virus is primarily transmitted between people through **respiratory droplets and contaminated surfaces**.

Infection control advice is based on the reasonable assumption that the transmission characteristics of SARS-CoV-2 are similar to those of the 2003 SARS-CoV outbreak¹.

Assessment of the clinical and epidemiological characteristics of COVID-19 cases suggests that, similar to SARS, most patients will not be infectious until the onset of symptoms. In most cases, individuals are usually considered infectious while they have symptoms; how infectious individuals are, depends on the severity of their symptoms and stage of their illness².

Droplet transmission occurs when a person is in close contact (believed within 1m, but guidance recommends 2m for extra precaution) with someone who has respiratory symptoms (e.g., coughing or sneezing) and is therefore at risk of having his/her mucosae (mouth and nose) or conjunctiva (eyes) exposed to potentially infectious respiratory droplets.

³ Sustained transmission means that we are detecting many people with COVID-19 infection who do not have a single recognisable contact with an individual who has had symptoms of infection

⁴ Direct care examples provided in the [national guidance](#) are assisting with getting in/out of bed, feeding, dressing, bathing, grooming, toileting, giving medications, dressings etc. and in circumstances of wandering residents.

Transmission can also occur through touching surfaces that have been in the immediate environment of an infected person or objects which have been used for the infected person (e.g., stethoscope or thermometer). The current limited evidence suggests that the virus can survive, depending on the type of the surface and environmental factors like temperature and humidity, for up to 5 days. An experimental study using a SARS-CoV-2 virus strain reported viability on plastic for up to 72 hours, for 48 hours on stainless steel and up to 8 hours on copper.²

Infection may then develop if the person touches their mouth/nose/eyes after touching infected surfaces/objects.

This image in appendix 1 illustrates these two transmission principles.

The current scientific consensus is that SARS-CoV-2 virus is **not airborne except when treatments that generate aerosols are performed (known as AGPs)**.

In an analysis of 75,465 cases of COVID-19 infection in China, airborne transmission was not reported. Airborne transmission is different from droplet transmission as it refers to the presence of microbes within much smaller particles which could remain in the air for prolonged periods of time and be transmitted to others over distances greater than 1m.

The following Aerosol Generating Procedures (AGPs) are currently considered to have the potential to transmit the virus³:

- intubation, extubation and related procedures, for example, manual ventilation and open suctioning of the respiratory tract (including the upper respiratory tract)
- tracheotomy or tracheostomy procedures (insertion or open suctioning or removal)
- bronchoscopy and upper ENT airway procedures that involve suctioning
- upper gastro-intestinal endoscopy where there is open suctioning of the upper respiratory tract
- surgery and post-mortem procedures involving high-speed devices

- some dental procedures (for example, high-speed drilling)
- non-invasive ventilation (NIV); Bi-level Positive Airway Pressure Ventilation (BiPAP) and Continuous Positive Airway Pressure Ventilation (CPAP)
- High Frequency Oscillatory Ventilation (HFOV)
- induction of sputum (medical procedure to promote coughing)
- high flow nasal oxygen (HFNO)

These procedures are generally invasive and spitting of saliva does not come under AGP although early research suggest that the virus may be present in the throat wash and saliva when patients are symptomatic. Hence the clinical status of the individual receiving the services is key in prioritising PPE.

Current World Health Organisation (WHO) recommendations emphasize the importance of rational and appropriate use of all PPE. This is why social distancing (to prevent droplet transmission) and [proper hand washing](#) (to prevent transmission from infected surfaces) are the two key forms of prevention. Generally, WHO only recommends airborne precautions (respirator masks) for circumstances and settings in which aerosol generating procedures and supportive treatment are performed.

Understanding the role of PPE

PPE is needed when there are biological hazards present, such as the SARS-CoV-2 (the virus which causes the disease COVID-19). In preventing transmission of the virus effective PPE works as a barrier between an individual's skin, mouth, nose, or eyes. In the context of SARS-CoV-2 which is spread primarily between people through close contact and droplets, not by airborne transmission PPE may include the following:

- Gloves
- Surgical masks
- Respirators
- Eye protection

- Gowns
- Aprons

Whilst PPE is an important control measure it has some limitations because:

- It is ineffective if not working or fitted properly
- Theoretical levels of protection are seldom reached in practice
- The use of PPE always restricts the wearer to some degree
- The psychological effect of PPE may be such that the individual wearing the PPE feels more protected than they are

In this COVID-19 outbreak it is important to ensure that those people most at risk from acquiring infection are protected and have access to the PPE that they require in order to carry out their daily work safely. In order to ensure that PPE continues to be available for those at high risk it is important that use is appropriate to the risks associated with the situation and the hazards presented. In some situations, very limited PPE is appropriate and in some situations no PPE is required. As PPE is a scarce commodity in this ongoing pandemic its inappropriate use must be avoided at all costs. The prioritisation of PPE equipment should consider the following issues:

- Protection of the workforce
- Protection of those receiving services or their families
- The most efficient and appropriate use of resources
- The need to contain the pandemic

Other issues to consider are:

- People must be provided with suitable information, instruction and training (including training in the use, care or maintenance of PPE) to enable them to make proper and effective use of any PPE provided for their protection
- Risk assessments at an individual and organisational level should be undertaken

Rationale behind different types of PPE for COVID-19 (UK guidance)

[Updated guidance](#) was published by the UK government on 6 April and further updated on 10 April, and the WHO have confirmed that this is in line with their recommendations⁴, which emphasize the importance of rational and appropriate use of all PPE. **The guidance is being continually reviewed and this version includes updates up to 29 April 2020.** The infection risk depends on a number of factors, which is why different types and grades of PPE are needed for different settings.

Type of Personal Protective Equipment and their uses

- Filtering face piece class 3 (FFP3) respirators – since SARS-CoV-2 is not airborne under normal circumstances but transmits through droplets, respirator use is only needed for aerosol generating procedures (AGPs). This is because airborne transmission *may* be possible when procedures or supportive treatments that generate aerosols are performed (AGPs result in tiny droplets of fluid that become suspended in the air and may contain SARS-CoV-2 which could then be breathed in).
- Fluid resistant surgical masks - Fluid-resistant (Type IIR) surgical masks (FRSM) provide barrier protection against respiratory droplets reaching the mucosa of the mouth and nose.
- Non-fluid resistant surgical masks – used when visiting households with extremely vulnerable individuals (those who fall within the shielding⁵ category) – used in this situation to protect the extremely vulnerable individual.

⁵ Shielding is a measure to protect people who are clinically extremely vulnerable by minimising all interaction between those who are extremely vulnerable and others.

- Eye and face protection - provides protection against contamination to the eyes from respiratory droplets, aerosols arising from AGPs and from splashing of secretions (including respiratory secretions), blood, body fluids or excretions.
- Disposable aprons and gowns - protects staff uniform or clothes from contamination when providing direct patient care and during environmental and equipment decontamination.
- Disposable gloves – when followed by hand hygiene, protects whilst providing direct patient care and when exposure to blood and or other body fluids is anticipated or likely, including during equipment and environmental decontamination.
- Regarding surgical hats/headwear - The virus does not land and stay on hair for any length of time. Surgical hats or other headwear is not required for clinical staff apart from areas where they are normally worn such as operating theatres

Principles of prioritisation for PPE

There is national guidance on the use of PPE which covers a range of settings and activities. The development of this guidance was supported by Public Health England and the Health and Safety Executive who carried out a rapid review of the evidence for personal protective equipment (PPE)⁵.

A risk management approach can be used to determine the use and prioritisation of PPE. This includes the following steps

Identifying the hazards – the hazard in this situation is potential exposure to the SARS-CoV-2 virus in a variety of settings

Deciding who might be harmed and how – there are two groups who need to be considered at risk of harm

- those providing care or support in the course of their job who may be at risk of infection from the individual they are supporting (or one of their household members)
- those who are receiving care or support (or one of their household members) who may be at risk of infection from the person providing care or support

Using existing guidance and evidence the table on page 10 outlines the following factors which help to inform the risk assessment for the use of PPE.

1. **Setting** - the setting in which activities related to providing care or support are carried out (for example direct care within 2 metres or control and restraint situations)
2. **Context** - the context of the activity that is being carried out
3. **Clinical Status** – the status of the individual care or support or another member of the household e.g. with a person who is a possible (symptomatic with a continuous cough or a high fever) or confirmed COVID-19 infection, or who may be shielding

These are the factors which need to be considered when determining the most appropriate type of PPE to be used. To support prioritisation decisions to be made the PPE requirements have been categorised in Table 1.

The categories have been used in the following Prioritization table (Table 2).

Please note that Tables 1 or 2 do **NOT** replace any current Public Health England PPE guidance. This is a framework for local PPE prioritisation. National guidance should be used (and reviewed regularly) by organisations/services for determining the level and type of PPE for individual staff. Current guidance can be found at: <https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control/covid-19-personal-protective-equipment-ppe>.

TABLE 1

No	Risk Category	Description	PPE Use
0	Standard Infection Control precautions as required for activity	As defined in standard local policy (used prior to Covid-19 pandemic)	None
1	Lower to Medium risk activities	When providing care to a possible or confirmed case (or part of an isolating household) where social distancing <u>can</u> be maintained	PPE requirement subject to individual risk assessment on a case by case basis PPE may be indicated subject to local risk assessment
2	Medium risk to the individual receiving care if they or a member of their household is in the shielding category. Low risk to the person carrying out the work.	When visiting a household where an extremely vulnerable individual (within shielding category) lives in that household when social distancing (within 2m) can be maintained	PPE Essential Surgical Mask Disposable Gloves Disposable Apron
3	Medium risk activities/exposure.	When your visit to a household does not require you to touch the client but you need to be within two metres of the client, and they are not coughing	PPE Essential Surgical Mask Additionally, disposable gloves and disposable apron should be worn if the client is extremely vulnerable (shielding) Eye Protection may be required but will be subject to risk assessment
4	Higher risk activities/exposure	When providing direct care (within 2m) to a client regardless to whether the client you are caring for has symptoms or not. This applies to direct care given to all clients, including those in the 'extremely vulnerable' (shielding) group OR Whenever you are within 2 metres of someone (either a client or household member) who is coughing, even if you are not providing direct care to them	PPE Essential - PPE must be prioritised Fluid Resistant Surgical Mask Disposable Gloves Disposable Apron Eye Protection may be required but will be subject to risk assessment

TABLE 2		Clinical Status				
Setting	Context	Possible (symptomatic ⁶) or confirmed case	Individual asymptomatic but part of an isolating household ⁷	Asymptomatic and not part of an isolating household	Individual or member of their household in the Shielding category ⁸	Vulnerable Category ⁹
Household (principles apply to visits to institutional/ registered settings such as care homes, children's homes)	Direct person care (within 2 metres) within individuals' household or whenever you are within 2 metres of someone (client or household member) who is coughing, even if you are not providing direct care to them	4	4	4	4	4
	When your visit to a household does not require you to touch the client but you need to be within two metres of the client.	4	4	3	3	3
	Visit to household where social distancing ⁶ can be maintained (i.e. doorstep assessment where a 2m distance can be maintained)	1	1	1	2	1
Community setting (e.g. learning disability, hostel, special schools (SLD/PMLD/settings with intimate care))	Direct person care (within 2 metres) within community setting or whenever you are within 2 metres of a client who is coughing, even if you are not providing direct care to them	4	4	4	4	4
	Working within community setting when you are not required to touch the client, but you need to be within two metres of them	4	4	3	3	3
	Working in a community setting where social distancing ⁶ can be maintained	1	1	1	2	1
First Responders	Activities with direct person contact (within 2 meters) (i.e. essential interview, rescue or arrest and restraint)	4	4	4	4	4
	Activities where you are not required to touch the person, but you need to be within two metres of them	4	4	3	3	3
	Activities where social distancing ⁶ can be maintained	1	1	1	2	1
Education setting (Inc. nurseries)	Direct contact (within 2 meters) with individuals	n/a	n/a	0	n/a	0
	Contact where social distancing ⁶ can be maintained	n/a	n/a	0	n/a	0
Care of the Deceased	Direct deceased care	4	n/a	n/a	n/a	n/a

⁶ Possible (symptomatic cases) refers to those exhibiting symptoms as described in the current [national guidance](#); a continuous cough or a high temperature (fever)

⁷ As per the [national guidance](#), if someone in a household is symptomatic, all members of the household should be self-isolating for 14 days (or 7 days from the onset of their symptoms)

⁸ There are certain conditions that make individuals extremely vulnerable to Covid-19 (listed in the [Shielding guidance](#)). These people are advised to self-isolate and should be protected from others.

⁹ There are certain groups of people that make individuals at increased risk from Covid-19 (listed in the [social distancing guidance](#)). These people are advised to stringently follow social distancing at all times.

Appendix 3



This Policy has been adopted and approved by Gippeswyk Community Educational Trust and is to be used by all members of the Trust.

DRAFT TRUST STATEMENT	
COVID-19 Social Distancing – Staying safe with GCET	
Approved by GCET	15 th May 2020
Written	12 th May 2020
Reviewed	Monthly and/or DFE Guidance Changes
Date of next Review	1 st July 2020
Responsible Officer	Head of MAT Standards - Mr David East
Policy Number	TH21

The Gippeswyk Community Educational Trust is wholly committed to ensuring that all students and adults who engage with our Trust are cared for in a safe and secure environment.

In response to the latest guidance issued by the DfE to prepare for the opening of schools, the following statement is written to reassure staff that their safety will be paramount to minimise the risk of infection at each stage of the phased reintegration of staff and students. Social distancing, hygiene and sanitisation measures will be in place wherever possible. We aim to keep staff well informed of their expectations as different phases of the reintegration are adopted and amended in response to the pandemic both pre and post vaccine.

To minimise the transmission of Covid-19, and in line with current DfE guidance, we recommend all members of GCET adhere to the following measures to help us stay safe within our community. Links to the key documents relevant to the opening of schools can be seen below.

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

Please consider and respect the following as you move around school. Further details can be found in your academy's latest RoadMap, which is available from your Principal

General Guidance – Minimising the Spread and staying safe

- On arrival at school please ensure you wash your hands thoroughly for a minimum of 20 seconds
- Regularly wash your hands throughout the day. Use the hand sanitiser which is available throughout the school
- Respect all distance markers around the building and stay 2 metres apart whenever possible
- Respect all one way systems designed to keep you safe.
- Avoid using door handles and prop open doors where it is safe to do so.
- Keep all areas well ventilated
- Do not share resources
- Keep all work areas clear and where possible remove any soft furnishing from work areas.
- Cleaning and maintenance should be carried out regularly during the day. Report any areas that may need cleaning immediately.
- If you or a member of your family develop any symptoms of the virus please contact hr@gcetrust.org.uk and deast@gcetrust.org.uk to arrange for a Covid-19 Test.
- **Staff must not leave the school site at any time during the school day as this increases the risk for everyone. If a member of staff needs to leave the site for a particular reason they must get permission from the Principal or Vice Principal**

Reducing Mixing within each academy

To minimise the risk of spreading the virus we will endeavour to implement the following as much as possible

- Respect the 2 metre distancing rule as far as is practicably possible
- Control the access to and from the building to ensure social distancing measures are applied throughout the site.
- Ensure that students stay in the same group at all times on each day where possible
- Limit the opportunities for different groups of staff and students to mix where possible
- Endeavour to ensure the same staff are assigned to the same groups of students each day
- Put in place staggered arrivals, breaks lunches and departures with built in handwashing regimes to minimise the risks.
- All large communal areas are safely segregated and monitored to respect social distancing if possible. If this cannot be achieved, they will be closed
- Consideration of limiting access to toilets to avoid overcrowding
- Restricting visitors to the school to only essential business purposes.

Appendix 4

Scenario E – 1st September 2021 onwards (to be read in conjunction with the COVID Risk Assessment and Contingency Plan 2021)

General Guidance

- No bubbles in place but mixing is kept to a minimum
- Staggered collection times are in place
- 15-minute arrival time window to allow for parents/carers to social distance
- Lunchtimes and breaktime provision is kept to phase groups
- Face coverings worn by staff members at drop off and collection
- Face coverings required to be worn by all visitors
- Staff are encouraged to continue completing Lateral Flow Tests twice weekly
- All National Guidance regarding track and trace is followed
- If an outbreak is suspected, we will liaise with PHE and follow all guidance

Appendix 5

Rose Hill Primary **School**

Covid Risk Assessment **and Contingency Plan**

September 21

COVID 19 RISK ASSESSMENT / CHECKLIST FOR AUTUMN TERM 2021

Date of assessment:	01/09/21	Assessed by (job title / name):	Georgie Bright – Principal Adam Wilson – Vice Principal
Other people involved with this assessment:			
Bryony Savage			
Name and address of school / setting:	Rose Hill Primary School	Reason for assessment:	Review of previous risk assessments in light of the national move to Stage 4 and removal of some restrictions. Some measures are still in place.
Identification of those at risk:	<ul style="list-style-type: none"> ▪ Pupils ▪ Their family groups ▪ Staff ▪ Their family groups ▪ Contractors and essential visitors ▪ Their family groups ▪ Community users 		
Harm which could occur:	<p>Catching or spreading the COVID-19 virus. Symptoms and health effects are well known, and further information in relation to this can be found via the Coronavirus-specific NHS website. <i>This risk assessment is based on guidance from Public Health England, and reflects the information within the DfE's Schools' Covid-19 Operational Guidance updated in August 2021. Additional Operational Guidance for SEND and Specialist Settings has also been published nationally and reflected here.</i></p>		
Headteacher name and signature:		Georgina Bright	
Chair of Governors / Trust / Management Committee name and signature:		Bob Wade	

Contingency Actions

1. As an academy we will always follow advice and guidance from the Department for Education (DFE) and Public Health England (PHE)
2. We will continue to monitor levels of covid amongst staff and students within the academy. If levels appear to be high, or trends appear in the data, the academy will immediately seek advice and guidance from PHE and follow all recommendations
3. If required, Face Coverings will immediately be re-instated for staff
4. A 'ghost' timetable has been planned if the academy is advised by PHE or Government Guidance to re-introduce bubbles at short notice
5. If instructed too, the school can transfer all education to remote online learning immediately

	<p>symptomatic or a known positive case.</p> <ol style="list-style-type: none"> 2. We have communicated the revised information on self-isolation to staff and families. This can be seen at the end of this risk assessment. 3. We will continue the practice of reporting positive cases from our school / setting to the appropriate body 4. We contain any outbreak by following Public Health Suffolk's advice, and have written procedures for this which all staff have been notified of. 5. Parents and staff will be asked to notify us immediately of any tested positive cases. 6. We continue to request all personnel on our school site should clean their hands thoroughly and more often than usual and will maintain the hand hygiene measures upon entering the school. 7. We ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach. 8. We understand and adhere to the wearing of PPE only where necessary and advised. 			<p>Additional cleaning regimes enhance sanitisation throughout the day</p> <p>Staff and pupils have access to regular handwashing</p> <p>Importance of hand cleaning is promoted across the site</p> <p>PPE available onsite and used in accordance with PHE guidance.</p> <p>The wearing of face coverings is not required, but individuals are encouraged to wear one if they wish and at drop off and pick up times.</p> <p>Completing DFE returns on a daily basis</p>		
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	<p>9. We understand that the Government no longer advises the general wearing of face coverings within the school premises, however we understand that there are circumstances where it is recommended that they are worn¹⁰ or are chosen to be worn.</p>					
<p>3.0 Social distancing and bubbles – Non-adherence to Government guidance for the workplace vs local requirements.</p>	<p>1. Whilst social distancing (and bubbles) have been removed as mandatory control measures in schools (and therefore the workplace) we understand there may be a specific need within the cohort. At this point of notification, we will seek advice from PHE and DFE.</p> <p>2. Where a risk assessment for individual students or staff is either required or requested, this will be carried out without delay using both our HR Consultants and Occupational Health</p> <p>3. We understand that our outbreak / contingency plan should cover the possibility that bubbles may have to be reintroduced for a temporary period.</p> <p>4. We will continue to review our behaviour policies irrespective of the</p>	<p>Yes</p>		<p>We will immediately adopt all recommendations from PHE and DFE in response to high case numbers or identified trends</p> <p>Face coverings will be re-established for our staff when requested by health professionals or government guidance</p> <p>A plan is in place to re-instate bubbles if advised to by either DFE or PHE</p> <p>We have a clear visitor protocol which reflects guidance</p> <p>Students on dual registration have their attendance monitored daily when absent from the site</p>	<p>Georgie Bright/ Adam Wilson/Keri Newton</p>	<p>September 21</p>

	<p>easing of restrictions. We will communicate these clearly and consistently to staff, students, and parents or carers with clear and reasonable expectation of student behaviour set out.</p> <p>5. We have worked collaboratively with placements where our students are dual registered, to ensure we address the potential risks in moving from setting to setting.</p> <p>6. We work with other professionals who may need to visit our school, to ensure that both we and they adhere to our hygiene requirements.</p>					
<p>4.0</p> <p>Virus spreading - School and public transport</p>	<p>1. Dedicated school transport: We have worked with relevant Council personnel / private providers to ensure that <i>as far as possible</i>:</p> <ul style="list-style-type: none"> • that hand sanitiser is available for use upon boarding and disembarking • that vehicles are cleaned more frequently • that queuing and boarding is organised and controlled 	<p>Yes – for trips</p>		<p>We have no school transport</p> <p>Any coach hire for educational visits will follow the recommendations for the coach company</p>	<p>Georgie Bright/Keri Newton</p>	<p>September 21</p>

	<p>2. Wider public transport: We have encouraged parents, staff and student’s to walk or cycle to school where it is possible, appropriate or safe to do so. Where it is impossible for people to walk or cycle, and public transport is required, we refer them to the Government Guidance ‘Coronavirus (Covid-19): Safer travel guidance for passengers’.</p>					
<p>5.0 The risk of not ensuring robust cleaning throughout the school premises</p>	<ol style="list-style-type: none"> 1. All frequently touched surfaces inside and outside the school are cleaned via an appropriate cleaning schedule. 2. We have ensured that relevant cleaning materials to include wipes are provided wherever required. 3. We will follow the PHE guidance named ‘Cleaning of non-healthcare settings’. 4. We use cleaning products which include standard detergents and ensure that if a contracted cleaning company is used, that we liaise with them to understand what their products are and their efficacy. 	<p>Yes</p>		<p>Our cleaning team has been enhanced and all communal facilities and touch surfaces are regularly cleaned throughout the working day</p> <p>We use recommended cleaning products in line with PHE guidance</p>	<p>Georgie Bright/Keri Newton</p>	<p>September 21</p>

<p>6.0</p> <p>Understanding correct PPE requirements</p>	<p>1. We understand that additional PPE for COVID-19 is only required in a very limited number of scenarios:</p> <p>a) where a young person becomes ill with COVID-19 whilst at school and we have to have close contact, or</p> <p>b) when performing aerosol generating procedures (AGPs)</p> <p>2. We ensure that our stocks of required PPE will be maintained, are in date and are of the appropriate type.</p>	Yes		<p>All first aiders have access to full PPE if required.</p> <p>We have clear procedures for reporting a student who feels unwell which are update regularly in line with Government Guidance</p>	<p>Georgie Bright/ Adam Wilson/Keri Newton</p>	September 21
<p>7.0</p> <p>First aid and/or supporting students and staff with medical needs</p>	<p>1. We are aware that additional PPE is NOT required to treat students who need first aid UNLESS they show COVID-19 symptoms.</p> <p>2. We have reviewed the assessments for all our staff and returning students who have medical needs or their parents/carers and have made any adjustments necessary.</p> <p>3. We have ensured that we are aware, as far as possible, of new students' and staff medical conditions so that we may be able to consider their needs in light of COVID-19.</p>	Yes		<p>Detailed liaison on transfer ensures all medical information is immediately available from the first day a student joins the school.</p> <p>Records are immediately updated when notified by parents of any change</p> <p>First aid is only administered by trained 'First Aiders' to ensure appropriate medical intervention is applied</p>	<p>Georgie Bright/Keri Newton</p>	September 21

	<ol style="list-style-type: none"> 4. Our staff have been trained to administer medications or provide intimate care and are aware of the need for relevant controls in each student’s situation, to include the use of PPE <i>if</i> required. 5. We will offer confidential meetings with any member of staff or parents/carers of a pupil who are, or have been in the clinically extremely vulnerable group, as they return to work or school, and that individual risk assessments will be undertaken as required. 6. We have ensured that all our equipment for moving and handling of students has been inspected before use. This includes the statutory 6-month checks under Lifting Operations and Lifting Equipment Regulations (LOLER) and it shall be cleaned appropriately. 			<p>Students have been supported in their return to school with many students who are vulnerable or have special needs gaining access to the site in advance of their start day to help relieve any anxiety</p>		
<p>8.0 Premises management controls</p>	<ol style="list-style-type: none"> 1. We welcome contractors on site only by appointment and they are required to adhere to all social distancing measures. 	<p>Yes</p>		<p>We comply fully with all relevant legal requirements and government guidance and ensure that procedures are in place for dealing with the virus.</p>	<p>Keri Newton</p>	<p>September 21</p>

	<ol style="list-style-type: none"> 2. We liaise with contractors to be assured of their own measures of hygiene and control measures in general via their risk assessment. 3. The school has ensured that relevant property statutory compliance checks have been completed and records updated, alongside usual daily and weekly checks¹¹. 4. We ensure that all waste from potentially infected persons is disposed of as per current Government Guidelines. 5. We understand the importance of good ventilation and follow professional guidance on air conditioning and ventilation. 			<p>All visitors to site are asked to follow our protocols whilst on site. Any digressions are immediately addressed with the contractors.</p> <p>We operate an enhanced cleaning regime during Covid 19</p> <p>We regularly assess hazards and the associated risks</p> <p>Senior Leadership Team monitor the effectiveness of preventative and protective control measures to ensure risks are at an acceptable/tolerable level.</p> <p>Regular provision of information, instruction, training and protective equipment to staff and students where and when required</p> <p>Carbon dioxide monitors will be used to monitor the quality of air when supplied by DFE</p>		
<p>9.0</p>	<ol style="list-style-type: none"> 1. We recognise that the pandemic has been incredibly stressful for staff, 	<p>Yes</p>		<p>All students have been supported with particular reference to mental</p>	<p>Georgie Bright/Keri</p>	<p>September 21</p>

<p>The impact of the pandemic on staffing, and staff welfare, and also the mental wellbeing of students</p>	<p>students, and parents/carers. Therefore, we are sharing all our resources for good mental health and wellbeing and signpost to relevant professional bodies.</p> <ol style="list-style-type: none"> 2. We are aware of the Leadership Wellbeing assistance from the LA. 3. We are actively promoting our Employee Assistance Programme and the Occupational Health Service to all staff via notice boards, email communication and word of mouth. 4. We are aware of the Stress and Mental Health web pages on the H&S site on Suffolk Learning, where resources can be found for staff. 5. We are aware of the LA's signposting for the mental wellbeing of all students and ensure that this is cascaded. 6. We have ensured that all staff are aware of any changes in all health and safety protocols, especially if they are returning to work. 			<p>health and have access to a 24 hour online confidential counselling service. Any issues or concerns highlighted in school are referred to our well being counsellor who will support the student or signpost accordingly</p> <p>All staff have access to our HR department and an Employee Assistance programme for independent support. Any concerns are always signposted accordingly</p>	<p>Newton /HR Team</p>	
<p>10.0 Administration and the continual knowledge of</p>	<ol style="list-style-type: none"> 1. We regularly review national guidance from PHE, the NHS and the Education related pages on GOV.UK 2. We receive and read <i>Suffolk Headlines</i> and disseminate this to all 	<p>Yes</p>		<p>We subscribe to and receive daily emails from the DFE and always respond to their recommendations immediately</p>	<p>Georgie Bright/Keri Newton</p>	<p>September 21</p>

<p>the risks of catching and spreading the virus</p>	<p>staff which details further support and information.</p> <ol style="list-style-type: none"> 3. We know where to find Suffolk Schools’ Safety, Health and Wellbeing advice on Suffolk Learning 4. We are aware of how to get further advice from the Education, Skills and Learning team at the LA if required. 5. We actively promote the role of Union representatives in this current situation and acknowledge the LA’s work with them. 6. We actively seek guidance from our HR provider as required. 7. We have laid out structured and robust outbreak management / contingency plans for action should a local outbreak occur. 			<p>We always follow the latest PHE Guidance and advertise the importance of good hygiene across the site</p> <p>In the event of a localised outbreak, we will follow the advice of PHE and can quickly re-instate face coverings and revert to bubbles very quickly, as recommended.</p> <p>We provide training and instruction to ensure staff are competent and have aware of H & S precautions required by Covid</p>		
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Appendix 6

Use of the NHS COVID-19 app in schools and further education colleges

Introduction

This guidance is for leaders and staff in schools and further education (FE) colleges in England¹.

The [NHS COVID-19 app](#) ('the app') is a key part of the country's ongoing coronavirus (COVID-19) response, aiming to extend the speed, precision and reach of [NHS Test and Trace](#) in England, as well as NHS Test, Trace and Protect in Wales. The app will complement the overall service by automating some aspects of the process of contact tracing. Working together, NHS Test and Trace and the app are designed to slow the spread of coronavirus (COVID-19) by alerting people who may have been exposed to infection so that they can take action.

The app is available to download for anyone aged 16 and over if they choose to do so. For some young people, particularly those with special educational needs and disabilities (SEND), parents will need to decide whether or not their use of the app is appropriate. This aligns with wider NHS services which are generally offered to those aged 16 and over as routine. This will mean that some students in year 11, and the majority of students in years 12, 13 and in FE colleges will be eligible to use the app and benefit from its features. Staff members will also be able to use the app. This document is intended to provide information to senior leaders in education about the app and how it works, and to set out guidance for its use within schools and FE colleges in England.

This guidance should be read alongside:

- [Guidance for full opening: schools](#)
- [Guidance for full opening: special schools and other specialist settings](#)
- [Actions for FE colleges and providers during the coronavirus \(COVID-19\) outbreak](#)
- [Providing apprenticeships during the coronavirus \(COVID-19\) outbreak](#)

- [Working safely during coronavirus \(COVID-19\)](#)

Required action: leaders and staff should familiarise themselves with the features of the app

The app has 6 key features that will help to reduce personal and public risk:

- Trace – alerts the individual if they were in close contact with a confirmed case
- Alert – provides the individual with the risk level associated with coronavirus (COVID-19) in their local area, based on the postcode district they enter
- Check in – allows the individual to check in to locations via the app and official NHS QR codes
- Symptoms – allows the individual to check symptoms against government guidance and to get advice
- Test – allows the individual to order a free test and to receive results and advice via the app
- Isolate – provides an isolation ‘companion’, which counts down how many days they have left to isolate and provides links to useful advice

Bluetooth needs to be enabled on the phone as the app uses Bluetooth low energy to anonymously assess the distance, over time, between people who have downloaded it.

If an individual with the app tests positive for coronavirus (COVID-19), the app will ask them to allow those that they have been in contact with to be alerted. If so, the app will then alert relevant individuals if they have been in close contact with a positive case. ‘Close contact’ is based on an algorithm, but generally means you’ve been within 2 metres of someone for 15 minutes or more. Individuals are not informed who the positive case is.

It is possible to pause the contact tracing function (‘trace’) in the app. If paused, the phone and Bluetooth remain on but the phone does not record contacts. Pausing contact tracing is only recommended in 3 situations:

- when an individual is not able to have their phone with them, for example because it is stored in a locker or communal area – this is to avoid the app picking up contacts when the individual is not with their phone
- when an individual is working behind a perspex (or equivalent) screen, fully protected from other colleagues and members of the public, as the individual is considered to be adequately protected from contracting coronavirus (COVID-19)
- in a health or care setting where staff are wearing medical grade PPE (for example, a surgical mask) as these individuals are also considered to be adequately protected

Further information about how the app works is available on the [NHS COVID-19 app support](#) page, alongside frequently asked questions for younger users.

Required action: leaders should understand how the app relates to their setting's process for managing a positive case and/or an outbreak

The agreed process for ensuring a setting is aware of a positive case, as set out in the [guidance for full opening for schools](#) and [further education colleges in the autumn term](#), is still in place and is not changed by the introduction of the app. If a setting becomes aware that a student or member of staff has tested positive for coronavirus (COVID-19), they can contact the new Public Health England service, delivered by the NHS Business Services Authority, if they need support on the action they should take. It can be reached by calling the Department for Education's existing coronavirus (COVID-19) helpline number on 0800 046 8687, and selecting option 1. The advice service is open Monday to Friday from 8am to 6pm and 10am to 4pm on Saturdays and Sundays. The call will be with a dedicated team of advisors who will inform the setting of what action is needed based on the latest public health advice. They will work through a risk assessment to identify close contacts. Depending on the setting's local arrangements, they may also want to inform their local authority of a positive case in their setting. Where more detailed local arrangements are in place with the local authority, and are working, the setting can continue to receive support through that route to take action in response to a positive case. The app complements, rather than replaces, existing processes.

Required action: leaders should understand how the app’s ‘Trace’ feature relates to their setting’s existing process

Use of the app does not replace the requirement of individuals to social distance or to report positive cases to the setting. Neither does the app change the processes of escalation if there any positive cases linked to education settings.

It is possible that whilst in their setting, students or staff could receive a notification via the app that they have been in close contact with a confirmed case and should therefore self-isolate. Close contacts are likely to have taken place at least 1-2 days previously. The app uses the minimum amount of personal data possible, which means it will not know if that contact took place in an education setting.

We recommend that settings inform all of their students, in particular those who are under 18, to inform a member of staff if they receive a notification during the day that they had been in contact with a positive case. To support this, the notification itself will advise them that if they are under the age of 18, they should show the message to a trusted adult and self-isolate. The staff member should then put in place the setting’s agreed process, including making appropriate arrangements for the student to leave the setting at the earliest opportunity to begin self-isolation.

If a staff member receives this notification, they should also follow the usual process of informing an appropriate person at the setting before self-isolating. Settings will want to consider what action they would need to take if a number of staff members were informed at the same time that they had been in close contact with a positive case, to ensure continuity of education.

No further action is needed unless the student or member of staff goes on to become a confirmed case themselves.

Required action: consider how the app relates to your setting’s mobile phone policies

There is no requirement for settings to change existing policies on the use of mobile phones by students due to their use of the app. Manual contact tracing through NHS Test and Trace will continue to be used when a positive case is identified in an education setting and local health

protection teams will continue to support settings if an outbreak is confirmed. The app will complement this process, but is not required for it to work.

There are likely to be benefits to settings, if a number of students and staff have the app and make use of it during the day. This is because the information it provides may help to limit the number of other students and staff who are required to self-isolate when there is a positive case. Whilst we do not require settings to change their mobile phone policies, settings may want to do so if they currently do not allow mobile phones on site, require mobile phones to be switched off during the day or require phones to be left in lockers or similar. Settings choosing to allow mobile phones to be switched on and with students during the day can still require phones to be on silent and in pockets or bags that are with the student at all times, as the app will work in the background.

Where mobile phones are allowed to be on and with the student at all times

If this is the case, it is recommended that contact tracing is left on by students, to be consistent with general guidance on the use of the app. There are still likely to be times when students and staff are not near their phones, such as during physical education or in some work placements in FE. In these situations contact tracing should be switched off, and settings might want to issue reminders to pause contact tracing for these sessions and turn it back on afterwards.

Where mobile phones are required to be switched off at all times

The app will not work when the phone is switched off.

Where mobile phones are required to be left in lockers or bags in communal areas at all times

It is recommended that settings advise or require students to pause contact tracing whilst on the premises under these circumstances, to avoid the app misidentifying close contacts. When someone switches it off, the app will give the user the option to set a reminder for 4, 8 or 12 hours, after which they will receive a notification to remind them to switch contact tracing back on.

Required action: communicate with staff about use of the app

Staff will need to be aware that students may have the app on their phones and may be informed by the app, whilst at the setting, that they have been in close contact with a positive case. Staff therefore also need to be aware of what to do if a student reports receiving such a notification to them, including who to inform. If the student is a child in care, a care leaver or adopted, we would recommend informing the virtual school head, who can then ensure appropriate professionals are also alerted.

Settings should also discuss with staff their own use of the app, including pausing it if there are periods of time when they will not be near their phone, and appropriate processes to follow should they receive a notification themselves. Settings might wish to recommend that staff download and use the app, if they think this would be beneficial.

Desired action: consider communicating with students and parents about the use of the app

Not all students aged 16 and over will have mobile phones or use the app and there is no requirement for them to do so, but it is likely that many will. It is therefore advisable to ensure all students in the setting are aware of the approach the setting is taking to the app. Where the setting recommends pausing the contact tracing feature on the app some or all of the time, processes may be put in place and supporting materials, such as posters, used to help remind students to do so, and to reactivate it as soon as they retrieve their phone. NHS Test and Trace will shortly publish posters on the pause function.

It is also possible that younger students will use the app despite the lower age limit being 16. Settings should make clear to those students, and if necessary parents, that use of the app is not recommended for students younger than 16. However, should a student below the age of 16 use the app and receive a notification that they have been in contact with a positive case, the setting should follow their usual process.

We recommend that settings ask all students to inform a member of staff if they receive a notification stating they have been in close contact with a positive case, and that this should be done before leaving the premises. Students should also be informed about what the setting will do

with the information provided and, as is the case whenever a positive case or contact is identified in a setting, how privacy will be managed and balanced with the need to inform people affected. Settings are advised to review their existing privacy notices to check whether this is covered.

Settings might also want to consider how the app features in their behaviour policies, for example making clear how they expect students to use the app in the setting and at what points it is appropriate for them to check their phone for notifications. It might also cover how intentional misuse of the app (such as logging symptoms they do not have in order to receive a recommendation to go home and self-isolate) or checking the app during lessons, in contravention of mobile phone policies, will be handled. Settings may want to think about whether it remains appropriate to confiscate phones as part of their behaviour procedures if a student has the app. If phones are confiscated, staff should ask students with the app to pause contact tracing before the phone is removed.

Settings may also want to consider discussing the app and some of its features, such as informing individuals of the risk in their area, in wider pastoral discussions with students about their feelings and any anxieties about coronavirus (COVID-19).

Communication with parents may be useful, so they understand how the app is used by their children or their children's peers and how the app will work alongside the setting's processes. An information pack for parents, further information about the app, and frequently asked questions are available on the [NHS COVID-19 app website](#). It may be particularly useful to explain how the app and existing identification processes complement each other and situations where the app may identify contacts that the setting's process does not. They may also wish to understand how any information their child receives from the app and is reported to the setting will be handled. A factsheet for parents and carers will be published by NHS Test and Trace shortly.

Desired action: consider whether to use the check-in function for any activities or provision in your setting where members of the public take part or make use of premises

The app has a [check-in feature](#) which enables a venue to register for an official NHS QR code and allows users to 'check-in' to participating venues on their app by scanning that code. The information stays on the user's phone. It provides the user with a 'digital diary' of where they

have been which can support contact tracing if they develop coronavirus (COVID-19) and also means that app users can receive public health advice if necessary if they might have come into contact with coronavirus (COVID-19) at a venue they have visited.

Schools and FE providers are not expected to create NHS QR code posters for their normal day to day operations. NHS QR posters will be put up by various businesses, organisations and for certain activities that are open to the public, and therefore where customers come into contact with people they do not know.

If a setting has premises on site that are within the scope of the current guidance for [maintaining records of staff, customers and visitors to support NHS Test and Trace](#) then they will be expected to have a NHS QR poster for this space, in line with the [working safely during coronavirus \(COVID-19\) guidance](#). This is most likely to be relevant to FE providers. Examples of these premises include public facilities such as libraries or close contact services such as beauty therapy services.

NHS QR posters could also be considered in the following circumstances:

- if a setting hosts an event with external guests on the premises, such as a nativity or student art show – depending on the registration arrangements in place, NHS QR check-in would be for people visiting rather than students and staff in these contexts
- if the premises are let out during evenings, weekends or holidays to external providers
- if a setting thinks that use of NHS QR codes and the app is more effective than their existing process for recording external visitors, and providing those visitors' details to NHS Test and Trace in the event of a positive case at the setting

When needed, schools and colleges can [create NHS QR code posters](#) online for free.

Further information

Further information about the app is available:

- [Accessibility statement](#)
 - [Android guide for downloading NHS COVID-19 app](#)
 - [iOS guide for downloading NHS COVID-19 app](#)
 - [How to use QR codes to check into a venue](#)
 - [Terms of use](#)
1. Further education colleges includes: sixth form colleges, general further education colleges, independent training providers, adult community learning providers, special post-16 institutions, designated institutions. ↔

Appendix 7

Rose Hill Primary School Remote Learning Plan



OAK
NATIONAL
ACADEMY



In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Rose Hill Primary School has developed the following plan. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and would require hard-copies of work and resources.

This plan will be applied in the following instances:

1. An individual is self-isolating because of a positive test within the household;
2. A group of children are self-isolating because of a case of coronavirus in the bubble;
3. A whole bubble or cohort is self-isolating because of an outbreak of coronavirus

The plan complies with the expectations and principles outlined in the DFE document [Guidance for Full Opening of Schools](#).

Software and online platforms

Within all plans, teachers will set appropriate work in-line with our current curriculum, primarily supplemented by a range of resources provided by Oak Academy.

Children will remain in contact with the school through use of a designated email address remotelearning@rosehillprimary.net and Marvellous Me (to share successes and communications).

Oak Academy has been selected to support remote learning for a number of reasons. The Oak Academy lessons are in-line with our teaching ethos – they encourage the use of retrieval practice, explicit teaching with high quality modelling, and the use of deliberate practice. The online lessons are free to all and offer a recorded taught session so that the children can access physical teaching from a teacher and then access work relating to that lesson within the same website. There are also hundreds of lessons specifically aimed at children with SEND needs and requiring additional support. Class teachers will be sharing some example lessons in the classroom so children are familiar with the platform.

Spelling Shed, Numbots, Mathletics and TT Rockstars can all be utilised to support the acquisition and retention of basic core skills.

MarvellousMe will remain in use as the communication element has already proved to be invaluable. Teachers will be able to communicate with pupils and offer 'rewards' to celebrate successes of home learning.

In the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is expected as is the expectation that Rose Hill Primary School makes that provision available and accessible to all. However, if children themselves are too ill to attend then they should not be expected to engage in home learning.

In preparation for home-learning, parents and children need to receive logins and passwords for the following platforms (likewise teaching staff need to be familiar with them):

- MarvellousMe - All
- Spelling Shed – Years 1 – 6
- TT Rockstars/ Numbots - All

- Accelerated Reader – Years 3 – 6
- Mathematics – Years 3 - 6

Worksheets and Practical Resources

If a child is isolated from school i.e. the child is sent home from school to either receive a test or self-isolate as someone in the household is being tested, they will leave school with a pack of work. Children will have immediate opportunity to continue their learning.

The work packs should be basic skills work that would be relevant at any stage of the year i.e. arithmetic, spelling, reading and handwriting.

Remote Learning

The initial response to any isolation will be to provide children with home learning materials (this might need to be delivered). In the case of whole cohort isolation, resources will be uploaded to <https://www.rosehillprimary.net/Pupils/Remote-Learning/> This will provide a guide as to what units from <https://www.thenational.academy/> should be followed.

Pupil needs to isolate because someone in their household is symptomatic or tests positive	
Ongoing Support	Safeguarding/SEND
<p>The school will upload a work guide at: https://www.rosehillprimary.net/Pupils/Remote-Learning/ This will provide a summary of what online resources should be accessed and a schedule of learning to be complete.</p> <p>This will provide a basis of lessons for a minimum of 10 days. Whilst it is understood and hoped that children will be able to have access to a COVID test and return to school quicker this will provide two working weeks' worth of work for the pupils.</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to 01473 727552</p> <p>If child is entitled to benefit-related FSM ensure food made available through catering team. Parent / Carer will need to have ordered a lunch by 20:00 the day before by emailing remotelearning@rosehillprimary.net Please specify any dietary requirements within this email. Lunch will then be delivered.</p> <p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on chronology).</p> <p>If a child does not engage, a member of staff is to call the parents to discuss obstacles and support.</p>

A group of children are self-isolating because of a case of coronavirus in their class bubble	
Ongoing Support	Safeguarding/SEND
<p>The school will upload a work guide at: https://www.rosehillprimary.net/Pupils/Remote-Learning/ This will provide a summary of what online resources should be accessed and a schedule of learning to be complete.</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to 01473 727552</p>

<p>This will provide a basis of lessons for a minimum of 10 days. Whilst it is understood and hoped that children will be able to have access to a COVID test and return to school quicker this will provide two working weeks' worth of work for the pupils.</p>	<p>If child is entitled to benefit-related FSM ensure food made available through catering team. Parent / Carer will need to have ordered a lunch by 20:00 the day before by emailing remotelearning@rosehillprimary.net Please specify any dietary requirements within this email. Lunch will then be delivered.</p> <p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on chronology).</p> <p>If a child does not engage, a member of staff is to call the parents to discuss obstacles and support.</p>
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A whole bubble/cohort of children is isolating because of an outbreak of coronavirus	
Ongoing Support	Safeguarding/SEND
<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to remotelearning@rosehillprimary.net</p> <p>If child is entitled to benefit-related FSM ensure food made available through catering team. Parent / Carer will need to have ordered a lunch by 20:00 the day before by emailing remotelearning@rosehillprimary.net Please specify any dietary requirements within this email. Lunch will then be delivered.</p> <p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on chronology).</p> <p>If a child does not engage, a member of staff is to call the parents to discuss obstacles and support.</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to 01473 727552</p> <p>If child is entitled to benefit-related FSM ensure food made available through catering team. Parent / Carer will need to have ordered a lunch by 20:00 the day before by emailing remotelearning@rosehillprimary.net Please specify any dietary requirements within this email. Lunch will then be delivered.</p>

The following email accounts will become active so that queries and support can be offered to pupils by teachers within their phase:

Teachers	Year Groups	Email Contact
Mrs Havers, Mrs Hughes, Mrs McGarry, Mrs Montgomery	Early Years Foundation Stage	eyfs@rosehillprimary.net
Mrs Taylor, Mrs Naha, Miss Woods	Year 1 and Year 2	Ks1@rosehillprimary.net
Miss Ormes, Mr Thorpe, Miss Jermyn	Year 3 and Year 4	Lks2@rosehillprimary.net
Mrs Prior, Miss Lury, Mr Bilner, Mrs Bonsall, Mr Wilson	Year 5 and Year 6	Uks2@rosehillprimary.net

Completed work or question can be sent to these email accounts. We always love to see work shared on our twitter page @hill_primary

If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on chronology).

If a child does not engage, a member of staff is to call the parents to discuss obstacles and support.

Where children would normally receive additional support from SEND agencies, the SENDCO will make arrangements for those to continue via Teams as long as the agencies engage.

The SENDCO will share appropriate Oak National SEND lessons with teachers who will disseminate accordingly.

