



Wingfield Primary School

In partnership with the Compass Partnership of Schools

COVID-19 2020
Returning to universal provision
Full opening plan and school-based risk assessment



*"The truth is it's too easy to tell ourselves that it is too hard,
When facing the end, that it's too late to even make a start,
But if we take impossible to mean that we don't have a chance,
Then we have lost sight of how unlikely it is that we would get this far...
This world is full of impossible and that hasn't stopped us yet."*

Harry Baker

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Context

The Government have announced plans for all children, in all year groups, to return to school full-time from the beginning of the autumn term.

Schools must comply with health and safety law, which requires them to assess risks and put in place proportionate control measures. The control measures have been adapted from the system of protective measures which were introduced during the summer term. These control measures include:

- A requirement that people who are ill stay at home.
- Robust hand and respiratory hygiene.
- Enhanced cleaning arrangements.
- Active engagement with NHS Test and Trace.
- Formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable.

How contacts are reduced will depend on a school's circumstances and will (as much as possible) include:

- Grouping children together.
- Avoiding contact between groups,
- Arranging classrooms with forward facing desks.
- Staff maintaining distance from pupils and other staff as much as possible.

The guidance is found at: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

We will open our school to all children, in all year groups, full time from the beginning of the autumn term operating year group sized 'bubbles' with a staggered start and end to the school day within the parameters set by the government guidance. We will offer extended provision before and after school. The three principles upon which we are making all decisions are as follows:

- Safety first.
- Fairness and equity.
- Quality learning for all children.

In completing a thorough plan for a full return and a comprehensive school based risk assessment we will aim to demonstrate how we achieve the **best possible safety** that we can in the context that we find ourselves and in the parameters set by government guidelines. By attending to the environment, practices and attitudes we develop in our school, we will recognise risk and seek to implement the procedures necessary to **minimise risk whilst recognising we cannot eliminate risk.**

Summary of position

We will open our school to all children, in all year groups, full time from the beginning of the autumn term operating year group sized 'bubbles' with a staggered start and end to the school day within the parameters set by the government guidance. We will offer extended provision before and after school.

Plan

Name of school:	Wingfield Primary School
Approximate no. of children eligible for return in each year group:	Nursery: 52 (26 full time and 26 part time) Reception: 90 Year 1: 90 Year 2: 60 Year 3: 60 Year 4: 60 Year 5: 60 Year 6: 50 Total: 522
How many classes in each year group do you plan to open on 3 rd September?	Nursery: 2 Reception: 3 Year 1: 3 Year 2: 2 Year 3: 2 Year 4: 2 Year 5: 2 Year 6: 2 Total: 18
How many staff will be on site?	60 not including EHT, catering staff or cleaning staff.
Are you confident that staffing capacity will enable this including back up if staff members need to isolate or become ill? What staffing ratios will you maintain for safety purposes?	If low numbers of staff are unable to work due to sickness then we would be able to use permanent staff to cover absences. However, if a moderate to high number of staff are unable to work due to sickness then we would have to use temporary staff to cover absences. The decision to use temporary staff would be based on the availability of temporary staff for medium to long term contracts. We will maintain normal staff ratios e.g. 1:15 in Reception, 1:30 in Year 1, etc.
What are your plans for drop off and collection? Include details of how siblings will be collected.	Please see appendix 1. Staggered start and end times coupled with designated drop off and collection points will be used. Younger siblings will follow the timetable set out for older siblings. The guidance for drop off and collection will be as follows: <ul style="list-style-type: none"> • At the start of the day children will be met at the designated classroom door/entrance by their teacher. • At the end of the day children will be collected on the playground by their parents/carers.

	<ul style="list-style-type: none"> • Parents/carers are not permitted to enter the school buildings. • Entrance doors are held open, reducing the number of occupants touching the doors (only in accordance with safeguarding and fire regulations). • Hand-wash stations are located at the entrance to the school (classroom or other). All occupants are required to wash their hands (soap/water or hand sanitiser) on entry to the school. • Good hand washing signage to instruct children how to do this effectively is displayed. • Help is available for children who require support in cleaning their hands. • Hand washing demonstrations have been provided to children on how to adequately wash their hands. <p>For further guidance see risk assessment.</p>
What are the timings for the school day for each group?	Please see appendix 1. On Friday the school day will finish at 1:30 p.m. to fulfil the PPA entitlement for teachers. This will reduce the number of staff moving between year group 'bubbles'. NQTs on the rota will get additional release time during the week.
How do you plan to limit movement and cross contamination between groups?	Please see appendix 1. Every year group 'bubble' will have consistent adults and the use of a consistent classroom. Play time and lunch time will be staggered. Equipment will be allocated to every year group 'bubble' including play equipment and where applicable equipment for outside areas. Guidance for the cleaning of equipment will be shared with all staff. Further, year group 'bubbles' will be instructed to use the shortest possible routes when moving around the school (inside and outside). Fire evacuation procedures will be revised to maintain the integrity of the year group 'bubbles'. 20 additional walkie talkies have been purchased to minimise the need for messages to be physically delivered within school.
What are your plans for lunch time?	Please see above and appendix 1. Every child will bring a labelled water bottle to school. Every class will have a first aid kit (all teaching staff have completed first aid training) and all water fountains (inside and outside) will be turned off.
What arrangements do you have for covering staff breaks?	Staff breaks will be staggered throughout the day. This will allow social distancing for staff to be adhered to in the staff room and other available spaces in the school, for example the PPA room.
How will you partition the playground to enable groups to avoid opportunities of groups to mix?	The playground will be demarcated using cones/tape to set out play areas for year group 'bubbles'.
What are your arrangements for first aid?	Every class will have a first aid kit and all teaching staff have completed first aid training (October 2019). Emergency quarantine will be in the meeting

	room/disabled toilet. Existing procedures for recording accidents, administration of medicine, etc. will continue.
What if any changes to the environment will need to be made?	<p>In addition to the controls set out above and in appendix 1, initially the following guidance will be shared with staff:</p> <ul style="list-style-type: none"> • Limit resources to year group bubbles e.g. PE equipment, etc. • Space chairs and desks out. <p>This guidance will be regularly reviewed and updated. Every class will have a cleaning kit which can be used to clean equipment if necessary.</p>
What other practical arrangements have you considered e.g. access to resources, access to water, etc.?	<p>In addition to the controls set out above and in appendix 1 the following controls will be adhered to. Every year group bubble will be allocated:</p> <ul style="list-style-type: none"> • A fixed set of iPads. • Separate hand washing equipment including disposable paper towels and a bin with a lid. • Disposable cups for drinking water.
What systems will you have in place to enable parental communication that may normally happen at drop off and pick up?	Existing systems which include telephone, email, Showbie and Tapestry. In exceptional circumstances a socially distanced meeting can be organised, however this would be actively discouraged.
How do you plan to ensure social distancing amongst staff?	<p>An INSET day on 2nd September to share updated guidance and procedures supported by signage in school. Key guidance will be focused on the following controls:</p> <ul style="list-style-type: none"> • Avoiding contact with anyone with symptoms e.g. use of PPE. • Frequent hand cleaning and good respiratory hygiene practices e.g. use of signage in school. • Regular cleaning of settings e.g. class cleaning kits. • Minimising contact and mixing e.g. protocol for use of equipment in the staff room.
How will you induct staff in using PPE and cleaning products as required?	An INSET day on 2 nd September to share updated guidance and procedures supported by signage in school. Please note all PPE is stored in the hygiene room.
What arrangements do you have if a child or member of staff become symptomatic during the school day?	An INSET day on 2 nd September to share updated guidance and procedures, including for use of PPE and emergency quarantine in the meeting room/disabled toilet in main reception area. School office will be alerted immediately using walkie talkies so that support from 111 (or 999 in an emergency) can be obtained. Parents/carers will be alerted immediately.
Any additional school arrangements:	In addition to the controls set out above and in appendix 1 the following additional arrangements will be made:

	<ul style="list-style-type: none"> • All timetabling to maintain the integrity of the year group 'bubbles' if practicable. • The school will be deep cleaned during the half term holiday. • Where possible all doors to be left open. • Toilets to be cleaned twice per day. • Touch points to be cleaned twice per day. • At the end of the day teaching staff to clean classroom equipment and spaces e.g. door handles, etc. • Children will not be allowed to bring their own equipment or reading books into school.
How will you communicate plans to staff and consult on their effectiveness?	An INSET day on 2 nd September to share guidance and procedures. Followed by weekly review of guidance and procedures at SLT meeting which will include Office and Finance Leader and Premises Manager. There exists an open culture at our school with transparent and robust methods of communication e.g. phase teams, etc.
What plans are in place for staff to communicate concerns?	Please see above. In addition the maintenance of the existing leadership structure, professional development meetings, SLT and staff briefings, phase team meetings, etc.
How will you work with site managers and cleaners to ensure cleaning routines are robust? How will leaders monitor this?	In addition to regular premises checks, cleaning of premises to be monitored on a daily basis with the premises manager reporting any issues to the headteacher. The stock of cleaning equipment will be monitored on a daily basis with the premises assistant advising the school office team of stock which needs to be re-ordered.
How do you plan to share the school based risk assessment with staff and ensure they understand and adhere to the control measures?	An INSET day on 2 nd September to share guidance and procedures with staff signing to confirm shared and understood. Guidance and procedures to be revisited on a weekly basis e.g. professional development meetings, SLT and staff briefings, phase team meetings, etc.

Risk assessment

The Government continues to aim that all children, in all year groups, remain in school full-time throughout the autumn term. The Government states that every school will also need to plan for the possibility of local restrictions and how they will ensure continuity of education.

Schools must comply with health and safety law, which requires them to assess risks and put in place proportionate control measures. The control measures have been adapted from the system of protective measures which were introduced during the summer term. These control measures include:

- A requirement that people who are ill stay at home.
- Robust hand and respiratory hygiene.
- Enhanced cleaning and ventilation arrangements.
- Active engagement with NHS Test and Trace.
- Formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable.

How contacts are reduced will depend on a school's circumstances and will (as much as possible) include:

- Grouping children together.
- Avoiding contact between groups,
- Arranging classrooms with forward facing desks.
- Staff maintaining distance from pupils and other staff as much as possible.

The guidance is found at: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Risk assessment

Employers must protect people from harm. This includes taking reasonable steps to protect staff, pupils and others from coronavirus (COVID-19) within the education setting.

Schools have remained open to some pupils since 23 March, welcoming more pupils back from 1 June. Schools should therefore have already assessed the risks and implemented proportionate control measures to limit the transmission of coronavirus (COVID-19) for a limited number of pupils.

It is a legal requirement that schools should have revisited and updated their risk assessments (building on the learning to date and the practices they have already developed) before the autumn term began. Schools should have considered the additional risks and control measures to enable a return to full capacity during the autumn term. Schools should have also reviewed and updated their wider risk assessments and considered the need for relevant revised controls in respect of their conventional risk profile considering the implications of coronavirus (COVID-19). Schools should have ensured that they implemented sensible and proportionate control measures which follow the health and safety hierarchy of controls to reduce the risk to the lowest reasonably practicable level.

School employers should have active arrangements in place to monitor that the controls are:

- effective
- working as planned
- updated appropriately considering any issues identified and changes in public health advice

For more information on what is required of school employers in relation to health and safety risk assessments, see [annex A](#) of Guidance for full opening.

The risk assessment template below sets out the known hazards and importantly controls that have been advised either by the Government/DfE, the World Health Organisation (WHO), Public Health England (PHE), NHS (safe practice) or good practice (unions/other sources). There are some specific issues that are addressed in the risk assessment but for clarity please read the following Government advice to schools:

The system of controls: protective measures

Having assessed their risk, schools must work through the below system of controls, adopting measures in a way that addresses the risk identified in their assessment, works for their school, and allows them to deliver a broad and balanced curriculum for their pupils, including full educational and care support for those pupils who have Special Education Needs and Disabilities (SEND).

If schools follow the guidance set out here they will effectively reduce risks in their school and create an inherently safer environment.

System of controls

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.

Prevention:

- 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
- 2) where recommended, the use of face coverings in schools
- 3) clean hands thoroughly more often than usual
- 4) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 5) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents
- 6) minimise contact between individuals and maintain social distancing wherever possible
- 7) where necessary, wear appropriate personal protective equipment (PPE)
- 8) always keeping occupied spaces well-ventilated

Numbers 1 to 5, and number 8, must be in place in all schools, all the time.

Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 7 applies in specific circumstances.

Response to any infection:

- 9) engage with the NHS Test and Trace process

10) manage confirmed cases of coronavirus (COVID-19) amongst the school community

11) contain any outbreak by following local health protection team advice

Numbers 9 to 11 must be followed in every case where they are relevant.

The three principles upon which we are making decisions are as follows:

- Safety first
- Fairness and equity
- Quality learning for all children

The risk assessment template below sets out the known hazards and importantly controls that have been advised either by the Government/DfE, the World Health Organisation (WHO), Public Health England (PHE), NHS (safe practice) or good practice (unions/other sources).

There are some specific issues that are addressed in the risk assessment but for clarity please read the following Government Guidance for full opening schools:

Use of face coverings in school

The Government is not recommending universal use of face coverings in all schools. Schools that teach children in years 7 and above and which are not under specific local restriction measures will have the discretion to require face coverings for pupils, staff and visitors in indoor areas outside the classroom where social distancing cannot easily be maintained, such as corridors and communal areas and it has been deemed appropriate in those circumstances. Primary school children will not need to wear a face covering.

In primary schools where social distancing is not possible in indoor areas outside of classrooms between members of staff or visitors, for example in staffrooms, headteachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances.

Based on current evidence and the measures that schools have already put in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings could have a negative impact on teaching and their use in the classroom should be avoided.

Where local restrictions apply

When an area moves to Local COVID Alert Level: high or very high, in settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. This does not apply to younger children in primary schools and early years settings.

In the event of new local restrictions being agreed, schools will need to communicate quickly and clearly to staff, parents, and pupils that the new arrangements require the use of face coverings in certain circumstances.

Exemptions

Some individuals are exempt from wearing face coverings. This applies to those who:

- cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability
- speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate

The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs.

Access to face coverings

It is reasonable to assume that staff and young people will now have access to face coverings due to their increasing use in wider society, and Public Health England has made available resources on how to make a simple face covering.

However, where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, education settings should take steps to have a small contingency supply available to meet such needs.

No-one should be excluded from education on the grounds that they are not wearing a face covering.

Safe wearing and removal of face coverings

Schools should have a clearly communicated process for removing face coverings when those who use face coverings arrive at school, and when face coverings are worn at school in certain circumstances. This process should be communicated clearly to pupils and staff.

Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn and the face covering should be replaced.

Pupils must be instructed not to touch the front of their face covering during use or when removing it and they must dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin) or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.

Staff should follow the Compass Protocol on the Wearing of Face Coverings.

If the wearer has COVID-19 symptoms [this](#) guidance should be followed for the mask disposal.

Further guidance on face coverings

- Safe working in education, childcare and children's social care provides (<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-socialcare>)
- [Face coverings in education settings](https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education) (<https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education>)

Minimise contact between individuals and maintain social distancing as far as possible

Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and schools must consider how to implement this. Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.

The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:

- children's ability to distance
- the lay out of the school
- the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary)

It is likely that for younger children the emphasis will be on separating groups, and for older children it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible.

Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.

For **pre-school children in early years settings**, the staff to child ratios within [Early Years Foundation Stage](#) (EYFS) continue to apply as set out here, and we recommend using these to group children.

Covid-19 Testing:

As essential workers, Support and Teaching staff can apply for a covid-19 test on the government portal or the school can arrange the test on their behalf: <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>.

Schools should engage with the NHS Test and Trace process.

Personal Protective Equipment (PPE) including face covering and face masks:

The majority of staff in education settings will not require PPE beyond what they would normally need for their work

PPE is only needed in a very small number of cases including:

- Where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained.
- Where a child or young person already has routine intimate care needs that involve the use of PPE, in which case the same PPE should continue to be used.

Where PPE is required, the following is a general checklist for PPE management:

- Communicate suitable information to pupils, parents, and carers on what to expect in relation to staff wearing additional PPE;
- Ensure training is provided to the relevant staff on how to correctly put on and wear items of PPE, when it should be replaced throughout the day and how it should be disposed of (Videos and guidance is available and noted on the assessment template below);
- Ensure that where a need for disposable half facemasks that provide a higher level of protection (e.g. disposable FFP3 masks and reusable half masks) is identified. Face fit testing is provided by a competent person (And how this will be applied to staff who have facial hair);
- Identify staff that have relevant pre-existing medical conditions which may restrict or prevent some workers wearing certain types of PPE and clarify how this will be managed. (E.g: asthma or skin allergies);
- Ensure a maintained stock of all identified items of PPE, including a contingency surplus, is available to ensure that the identified additional controls can be sustained throughout the phased return period and into full occupation of each school building until such a time that control measures can be reviewed and reduced accordingly.

The Government guidance is available here:

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>

School Name: Wingfield Primary School	Risk Assessment Date: 10.07.20	Assessed by: Yasmin Melehi Ross Silcock Jane Gildea	Approved by Local Governing Body: Royal Borough Greenwich
Details of workplace/activity:	Pupils and employees partaking in school activities within the school premises, including general classroom activities, dining, break-times, playgrounds, pick-up and drop off (where applicable), First aid and external visitors to the school.	Persons affected:	Pupils, staff, contractors and visitors

What are the hazards?	Controls in Place	Additional control measures	Action by who?	Action by when?	Date action completed
Health and safety compliance checks for sites remained open	All health safety and compliance testing up to date in required timescales. Regular (virtual) meetings with Health and Safety Governor. Daily cleaning of premises.		Nicholas Doyle Liam Betts	w/c 18.05.20	
Health and safety compliance checks for closed sites	<p>Water systems to be flushed in accordance with the school's legionella risk assessment and policy. To check there are no leaks in the water system and there is provision of hot water. Ensuring the safety and quality of the water by:</p> <ul style="list-style-type: none"> • Disinfecting the water system by raising the temperature of the heating of the system; or • In schools which have cooling towers/AC systems, legionella testing the water and receiving a positive clearance. <p>Testing fire alarms/smoke alarms/panic and accessible-toilet alarms.</p> <p>Checking:</p> <ul style="list-style-type: none"> • Fire-door mechanisms; • Gas supply; • Kitchen equipment; • Ventilation system; • Key holder information; • Fixed wiring (if the scheduled tests required by regulations have not taken place in the last sixth months); • Emergency lighting; 		Nicholas Doyle Liam Betts	w/c 25.05.20	

	<ul style="list-style-type: none"> • Inspection of lifts (if the scheduled tests required by the regulations have not taken place in the last six months); • Inspection of all known asbestos sites. These may have been damaged by rodent activity during the closure. • Inspection for rodent activity and/or infestations. Commissioning of pest control may be required. <p>Cleaning of the premises: deep cleaning is not required if no-one has been into the premises during any periods of closure. However, if someone goes into the premises within five days before the date of reopening, any areas accessed by that person must have a deep clean of touch surfaces. Servicing of reprographic and other equipment in accordance with the manufacturer's/provider's requirements.</p> <p>Regular meetings with Health and Safety Governor.</p>		<p>GSPlus/Susan Cody</p> <p>Ross Silcock Michael Bright</p>	<p>w/c 25.05.20</p> <p>Weekly</p>	
Staff well-being	<p>Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, we expect that most staff will attend school. It remains the case that wider government policy advises those who can work from home to do so. We recognise this will not be applicable to most school staff, but where a role may be conducive to home working, for example some administrative roles, school leaders should consider what is feasible and appropriate.</p>	<p>Staff emailed on 10.07.20 with information: the government have published guidance on who is able to return to work: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>Class teachers have been informed on the school</p>	<p>Ross Silcock</p> <p>Ross Silcock</p>	<p>10.07.20</p> <p>15.05.20</p>	<p>10.07.20</p>

	<p>Availability and well-being of all staff is assessed taking into consideration staff who are self-isolating, and those who are in the most at risk categories.</p> <p>Staff are briefed and consulted on school procedures and the plans for re-entry of pupils.</p> <p>Staff have had sufficient training and briefing regarding infection control and school protocols.</p> <p>Staff are up to date on other related guidance and support in relation to themselves and pupils such as stress and wellbeing including: https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-</p>	<p>procedures and changes to classroom layouts including:</p> <ul style="list-style-type: none"> • Organise classrooms and other learning environments such as workshops and science labs for groups of no more than 30 children, maintaining space between seats and desks where possible. • Consider how play equipment will be used ensuring it is appropriately cleaned between groups of children using it and that multiple groups do not use it simultaneously. • Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere. <p>Staff will have a virtual meeting on 22.05.20, an INSET day on 01.06.20 and an INSET day on 02.09.20 to inform of changes and protocols.</p>	<p>Ross Silcock</p>	<p>22.05.20 01.06.20 02.09.20</p>	
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	<p>and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak</p> <p>Links to the extra mental health resources available for pupils and staff are shared: https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers%20%20https://www.educationsupport.org.uk</p> <p>In relation to mental health and stress support organisation, details are available to staff including the confidential Employee Assistance Programme.</p> <p>There are communication and support networks in place for staff and if there are particular concerns staff can raise them quickly and effectively.</p> <p>Hazard reporting mechanisms are in place and easily accessible.</p> <p>Talks with staff about the planned changes (e.g. safety measures, timetable changes and staggered arrival and departure times, PPA), have taken place, including discussing whether additional training would be helpful.</p> <p>Planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens and existing practices are reviewed. DfE's workload reduction toolkit.</p>	<p>Details of employee assistance programme sent out by email.</p> <p>Each staff member and "bubble" will be allocated a specific senior leader to report all concerns.</p> <p>Staff will have a virtual meeting on 22.05.20, an INSET day on 01.06.20 and an INSET day on 02.09.20 to inform of changes, protocols and staggered start/end times. Senior leaders informed of possible changes 12.05.20.</p>	<p>Jane Gildea</p> <p>SLT</p> <p>Ross Silcock</p>	<p>16.12.19</p> <p>01.06.20</p> <p>22.05.20 06.01.20 02.09.20</p>	
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Staffing levels	<p>Assessing availability of staff for all activities during school day, including lunchtime and break supervision, and to provide support for pupils with special or additional needs taking into account:</p> <ul style="list-style-type: none"> • Staff who have underlying medical conditions (as defined in government guidance). • Staff who are in the most at risk categories. Individual risk assessments are conducted for staff members in these categories. • Staff who are self-isolating, and staff on maternity or any other form of leave. • Availability of supply staff to cover any vacancies or long-term absences. 	<p>Senior leaders have coordinated a re-opening timetable that ensures that all staff remain in a "bubble" with children.</p> <p>Senior leaders have sectioned areas of the playground for break and lunchtime.</p> <p>Staff emailed on 10.07.20 with information: the government have published guidance on who is able to return to work: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>Staff are to speak to Ross Silcock if any of the planned measures do not consider specific needs.</p>	<p>SLT</p> <p>SLT</p> <p>Ross Silcock</p>	<p>21.05.20 10.07.20</p> <p>21.05.20</p> <p>10.07.20</p>	
Staff working across bubbles	<p>Staff to ensure they minimise contact and maintain as much distance as possible from other staff.</p> <p>In the case that the staff member tests positive both bubbles will be required to self-isolate for 14 days and remote learning will be provided.</p>		SLT	Ongoing	
Supply staff	<p>Supply teachers, peripatetic teachers and other temporary staff can move between schools as required. Such staff to ensure they minimise contact and maintain as much distance as possible from other staff.</p>	<p>teachers moving between schools</p>	SLT	15.10.20	

	Staff are briefed on the school's measures and supply staff protocols prior to arrival onsite and what to do if they become unwell.				
Local COVID alert levels	<p>Following the requirements of the alert level that applies to the school.</p> <p>Staff living in areas subject to different alert levels are to follow the highest alert level of the area in which they live/work if different areas.</p> <p>Reviewing risk assessments for staff members who are clinically or extremely clinically vulnerable or otherwise at increased risk to COVID-19.</p> <p>For the different alert levels see here</p> <p>For guidance on shielding see here</p>		<p>All staff</p> <p>All staff</p> <p>Head teacher</p>		
Staff who are clinically extremely vulnerable and who may otherwise be at increased risk of COVID-19 (see guidance)	<p>Informing employees about any social distancing and infection control measures to be taken.</p> <p>Ensuring staff for whom this is the case are known to the school.</p> <p>Following new advice for those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list). This covers what additional measures individuals in this group can take, tailored to each Local COVID Alert Level.</p> <p>All staff can continue to attend school at all Local COVID Alert levels unless they are written to by the Government and advised not to attend the workplace.</p>		Ross Silcock	Ongoing	

	<p>In the future, the government will only reintroduce formal restrictive shielding advice in specific local areas at very high alert level with exceptional circumstances where this has been advised by the Chief Medical officer, and only for a limited period of time. The government will write to individuals to inform them if they are advised to follow formal shielding and not attend the workplace.</p> <p>Further <u>guidance to the clinically extremely vulnerable</u> is available.</p> <p>We will undertake an individual risk assessment for these staff members, and will take account of any further information from the member of staff's GP, consultant, or other senior clinician. Staff who have been issued with a current notification to shield will be asked to work from home.</p> <p>The risk assessment should also take into account <u>Disparities in the risk and outcomes of COVID-19</u> which says that the following people are more at risk of serious illness or death from COVID-19:</p> <ul style="list-style-type: none"> • Older workers • Men • Those who live in deprived areas 				
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	<ul style="list-style-type: none"> • People from Black and Asian minority ethnic groups • Comorbidities; particularly diabetes, hypertensive diseases, chronic kidney disease, chronic obstructive pulmonary disease and obesity • Solid organ transplant recipients • People with certain cancers • People with significant respiratory problems • People with rare diseases that significantly increase the chance of infections • People on immunosuppressant therapies • Pregnant women with significant heart disease • People who have been classed as clinically 				
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	<p style="text-align: center;">extremely vulnerable based on clinical judgement</p> <p>Where staff have significant risk factors, leaders will discuss staff concerns and explain the measures the school has already put in place to reduce risks. Leaders will try as far as practically possible to accommodate additional measures where appropriate.</p> <p>The risk assessment will consider ways to mitigate increased risk such as temporary changes to working arrangements to work from home, working with older children who might be more able to social distance, using staff shared spaces safely, staggered start times. Any changes agreed will be reviewed regularly.</p> <p>While in school staff should follow the sector specific measures to minimise the risk of transmission this includes taking particular care to observe good hand and respiratory hygiene, avoid touching your face, minimising contact and maintaining social distancing. Ideally, adults should maintain at least 2 metre distance from others, and where this is not possible:</p> <ul style="list-style-type: none"> • Avoid close face to face contact • Minimise time spent within 1 metre of others (maximum 1 minute where possible) 				
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	<ul style="list-style-type: none"> • Minimise time spent within 1 – 2m of others (maximum 15 minutes where possible). • Not travelling in cars with others outside of their household. <p>While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children/adolescents.</p>				
<p>Staff who are clinically vulnerable (includes pregnant women)</p>	<p>Clinically vulnerable staff can attend school.</p> <p>Ensuring staff for whom this is the case are known to the school.</p> <p>Following current <u>guidelines</u>. Informing employees about any social distancing and infection control measures to be taken.</p> <p>Monitoring local COVID-19 alert levels and reviewing risk assessments for vulnerable groups as needed.</p> <p>Staff to observe good hand and respiratory hygiene, avoid touching your face, minimising contact and maintaining social distancing. Ideally, adults should maintain at least 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others.</p>		<p>Ross Silcock</p>	<p>Ongoing</p>	

	<p>While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children/adolescents.</p> <p>Pregnant women are in the clinically vulnerable category and advised to follow the advice above, which applies to all staff in schools</p> <p>More guidance and advice on coronavirus (COVID-19) and pregnancy is available from the Royal College of Gynaecologists. All pregnant women should take particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home or workspace.</p> <p>Existing employer's workplace risk assessment is in place which considers any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers (for example, from working conditions, or the use of physical, chemical or biological agents). Any risks identified are included and managed as part of our general workplace risk assessment.</p> <p>If the school is notified that an employee is pregnant, breastfeeding or has given birth within the last 6 months, the workplace risk assessment is checked to see if any new risks have arisen. If risks are identified during</p>				
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	<p>the pregnancy, in the first 6 months after birth or while the employee is still breastfeeding, appropriate, sensible action will be taken to reduce, remove or control them. While it is a legal obligation for employers to regularly review general workplace risks, there is not necessarily a requirement to conduct a specific, separate risk assessment for new and expectant mothers. However, an assessment may help identify any additional action that needs to be taken to mitigate risks.</p>				
<p>Staff who live with someone who is clinically vulnerable or extremely clinically vulnerable or otherwise at increased risk of COVID-19</p>	<p>Following current <u>guidelines</u> on shielding and protecting people in these categories. Ensuring staff for whom this is the case are known to the school. Monitoring local COVID-19 alert levels and reviewing risk assessments for vulnerable groups as needed. People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace unless they are advised not to by the Government. Clinically vulnerable, extremely clinically vulnerable and those otherwise at increased risk of COVID-19 to follow staying alert and safe (social distancing) guidance. Staff living with individuals who are extremely clinically vulnerable to be offered an individual risk assessment, which is kept under review according to local alert levels.</p>		<p>Mr Silcock</p>	<p>Ongoing</p>	

<p>Pupils – self-isolation & shielding</p>	<p>A small number of pupils will still be unable to attend in line with public health advice to self-isolate because:</p> <ul style="list-style-type: none"> • they have had symptoms or a positive test result themselves, • they live with someone that has symptoms or has tested positive and are a household contact • they are a close contact of someone who has coronavirus (COVID-19) <p><u>New advice</u> from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable.</p> <p>Following <u>guidelines</u> on shielding and protecting people who are clinically extremely vulnerable.</p> <p>Following PHE advice if local rates of the disease rise in the area such that children/family members from the area are advised to shield.</p> <p>Ensuring families of pupils who no-longer need to shield but remain under the care of specialist health professionals discuss their child's care with health professionals before return to school. See further <u>guidance here</u>.</p> <p>The shielding list provides advice on additional measures individuals in this group can take tailored to each local COVID-alert level. Far fewer children should remain in this group in the future following routine discussions with their clinician.</p>		<p>Ross Silcock</p>	<p>Ongoing</p>	
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	<p>All pupils, including those who are clinically extremely vulnerable, can continue to attend school at all Local COVID Alert Levels unless they are one of the very small number of pupils or students under paediatric care (such as recent transplant or very immunosuppressed children) and have been advised specifically by their GP or clinician not to attend school.</p> <p>In the future, the government will only reintroduce formal restrictive shielding advice in specific local areas at very high alert level with exceptional circumstances where this has been advised by the Chief Medical officer, and then only for a limited period of time. The government will write to families separately to inform them if they are advised to follow formal shielding and not attend school.</p> <p>Remote education will be provided were a pupil is unable to attend school in the above circumstances. Such absences will not be penalised.</p>				
<p>Vulnerable children who are self-isolating</p>	<p>Systems in place to keep in contact with individuals who are self-isolating and are within the Government's definition of vulnerable.</p> <p>When a vulnerable child is asked to self-isolate, notifying their social worker (if they have one). Agree with the social worker the best way to maintain contact and offer</p>		<p>Mr Silcock Yas Melehi</p>	<p>Ongoing</p>	

	<p>support to the vulnerable child or young person.</p> <p>Procedures in place to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.</p>				
<p>Pupils or staff wearing face coverings incorrectly</p>	<p>Government is not recommending universal use of face coverings in all schools.</p> <p>Headteachers may use their discretion to allow a child or staff member to wear a face covering, which will be subject to an individual risk assessment being undertaken and subject to ongoing monitoring and review.</p> <p>The child/staff member will be required to follow the Compass protocols for the wearing of face masks and follow government guidance:</p> <ul style="list-style-type: none"> • <u>Safe working in education, childcare and children's social care provides</u> (https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-socialcare) <p><u>Face coverings in education settings</u> (https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education)</p>		<p>SLT</p>	<p>Ongoing</p>	

<p>Teaching and learning expectations</p>	<p>Government expects that most pupils will return in September.</p> <ul style="list-style-type: none"> • Existing flexibilities used to create time to cover the most important missed content • Nursery - teachers focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. • Reception - teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. • Follow updates to the EYFS disapplication guidance. • For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning. • For pupils in key stages 1 and 2, prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) • Curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year 	<p>School re-opening timetable states year group, classroom, teacher, additional adults, 1:1 support and start and end times of day</p>	<p>Ross Silcock Yasmin Melehi</p>	<p>13.05.20</p>	
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	<ul style="list-style-type: none">• Availability of appropriate personal protective equipment (PPE) for staff dealing with someone exhibiting COVID-19 symptoms in school/children whose intimate care routines already require use of PPE, and access to running water and soap and arrangements for the regular cleaning of touch surfaces throughout the day.				
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<p>Music, dance and drama</p>	<p>All pupils should have access to a quality arts education. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance and drama takes place.</p> <p>Singing, wind and brass instrument playing can be undertaken in line with guidance, in particular guidance provided by the <u>DCMS</u> for professionals and non-professionals, available at working safely during coronavirus (COVID-19): performing arts (https://www.gov.uk/guidance/workingsafely-during-coronavirus-covid-19/performing-arts). However, these studies have also indicated that it is the cumulative aerosol transmission from both those performing in and attending events is likely to create risk. <u>DCMS</u> is continuing to develop a more detailed understanding of how to mitigate this potential aggregate risk, but in that context, organisations should follow the guidance set out in the full opening of schools (see 'Minimising contact between individuals' to 'Scores, parts and scripts'). Schools that offer specialist, elite provision in music, dance and drama may also wish to consider this guidance alongside the <u>DCMS</u> guidance on the performing arts.</p>	<p>Music teacher will team teach with class teachers and will conduct virtual lessons via TEAMS.</p>	<p>SLT Gemma Edwards</p>	<p>Ongoing</p>	
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Physical activity	<p>Following the measures in the system of controls.</p> <p>Sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government are permitted. Schools must only provide team sports on the list available at return to recreational team sport framework https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation/return-to-recreational-team-sport-framework.</p> <p>Pupils kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</p> <p>Outdoor sports are prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</p> <p>Following the below guidance:</p>		SLT Danielle Wiggin	Ongoing	
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	<p>guidance on the phased return of sport and recreation</p> <p>(https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sportand-recreation) and guidance from Sport England (https://www.sportengland.org/how-we-canhelp/coronavirus) for grassroots sport</p> <ul style="list-style-type: none"> • advice from organisations such as the Association for Physical Education (https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf.) and the Youth Sport Trust (https://www.youthsporttrust.org/coronavirus-support-schools) • guidance from Swim England on school swimming and water safety lessons available at returning to pools guidance documents (https://www.swimming.org/swimengland/pool-return-guidancedocuments/) <p>Work with external coaches, clubs and organisations for curricular and</p>				
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	extracurricular activities where satisfied that it is safe to do so within the school's wider protective measures.				
Pupil well-being	<p>Circumstances of pupils likely to be returning have been reviewed and any new circumstances that may pose a risk have been assessed.</p> <p>Individual pupils who need specific care which cannot be delivered whilst ensuring social distancing have been risk assessed and staff are provided with appropriate PPE.</p> <p>Pupils with behaviour issues or who may be potentially violent, especially those with a known risk of spitting and or requiring physical restraint, have been risk assessed.</p> <p>Pupils who may be worried about returning to school or who have been in challenging home circumstances or experienced bereavement during the pandemic (covid19 related or not) have been risk assessed.</p> <p>Use age appropriate materials to explain and maintain social distancing.</p> <p>Promote understanding of the different experiences for our children and young people during lockdown.</p> <p>Consider how pupils with specific needs are reintegrated.</p> <p>Deliver activities that focus on relationships – adult/pupil, pupil/pupil.</p> <p>In relation to mental health and stress support organisation, details are available</p>	<p>All returning children with an EHCP have been risk assessed. Children with behaviour issues have been risked assessed.</p> <p>Timetabled class community lessons will include material and support on: mindfulness, circle time, community and wellbeing.</p> <p>Parents and carers will be signposted to The Royal Borough of Greenwich Community Hub: www.royalgreenwich.gov.uk/cor</p>	<p>Holly Ingram Alyssa White</p> <p>Teaching staff</p> <p>Jane Gildea Samantha Edgar Jo-Anne Hardy</p>	<p>w/c 18.05.20</p> <p>01.06.20</p> <p>01.06.20</p>	

	of help lines and information that can be provided to pupils and their parents.	onovirus for support with self-isolating etc. AHTs will continue to make regular calls to vulnerable families.			
Pupils with individual risk assessments	Individual pupil risk assessments have been reviewed to take account the new situation relating to the change in the nature of the provision being made and the provisions of COVID-19 guidance. Individual pupil risk assessments have been consulted on with the relevant staff.	All returning children with an EHCP have been risk assessed. Children with behaviour issues have been risked assessed.	Holly Ingram Alyssa White	w/c 18.05.20	
Other pupils who may now require individual risk assessments	Pupils who have not previously been risk assessed but in the new circumstances may pose a risk have been identified including: <ul style="list-style-type: none"> • Pupils who need specific care, which cannot be delivered whilst ensuring social distancing; • Potentially violent pupils, especially those with a known risk of spitting and/or requiring physical restraint These pupil risk assessments have been consulted on with the relevant staff.	Senior leader vulnerable call logs have been monitored for potential risk. Teachers call logs have been monitored for potential risk	SLT	w/c 18.05.20	
Class group and size configuration	Early years staff to pupil ratio In accordance with the early year's framework class sizes for early years will adhere to the following: <ul style="list-style-type: none"> • Children under two – one adult for every three children • Children aged two – 1 adult for every 4 children 	School re-opening timetable identifies staff: pupil ratios and identifies named staff member.	Ross Silcock Yasmin Melehi Jane Gildea	15.05.20	

	<ul style="list-style-type: none"> • Children three or over – one adult for every 13 children <p>The timetable has been reviewed to decide which lessons or activities can be delivered to reduce movement around the school. All other classroom controls are the same as primary below.</p> <p>Primary:</p> <ul style="list-style-type: none"> • Classroom sizes are restricted to 30 maximum pupils, 1 teacher and TA if required (specific needs of class) • Pupils are kept in 'bubbles' as they cannot socially distance themselves at all times. • As far as is possible the year group 'bubble' will not interact with other groups within the school. • Where possible, interaction and sharing of social spaces between groups is limited. • Where staff need to move between classes and year groups they will try and keep their distance as far as possible, ideally 2m from other adults. This will not always be possible when working with younger children/children with complex needs but they should avoid face to face contact and minimise time spent within 1m. • The timetable has been reviewed to decide which lessons or activities can 				
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	be delivered to reduce movement around the school.				
Classroom environment	<p>Desks have been arranged so that pupils are seated side by side and facing forward.</p> <p>Windows are opened where possible to provide a good flow of fresh air.</p> <p>Classrooms and other learning environments are organised to support distancing as far as possible.</p> <p>Play equipment is appropriately cleaned between groups of children and multiple groups do not use equipment simultaneously.</p> <p>For individual and very frequently used equipment, such as pencils and pens, staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <p>Wherever possible, children use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms before the start of the next school day.</p>	<p>Teaching staff to arrange classrooms in line with government guideline: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>Viricidal/disinfectant spray and cloths provided for cleaning play equipment during the day.</p> <p>Cleaning contractors cleaning all rooms used in school daily.</p>	Teachers	03.09.20	

	<p>Consider seating pupils at the same desk each day if they attend on consecutive days.</p> <p>Rooms are accessed directly from outside where possible.</p>				
Timetable	<p>Fulfil the requirements of the Compass Offer and essentials curriculum for all children whether in school or at home</p> <p>All school trips and offsite visits cancelled for the autumn term and will then be reviewed (see school trip section of Trust Risk Assessment).</p> <p>Consider which lessons or classroom activities could take place outdoors</p> <p>Use the timetable and selection of classroom or other learning environment to reduce movement around the school or building</p> <p>Assemblies are delivered virtually in classrooms and provided to pupils learning at home</p> <p>Break times (including lunch) are staggered, so that all children are not moving around the school at the same time</p> <p>The timetable has been prepared in order to supplement remote education with some face to face support for pupils. This includes deciding which lessons or activities can be delivered to reduce movement around the school</p> <p>Compass Essentials Curriculum enables same offer to be provided to children both attending school and learning at home.</p>	<p>If needed senior leaders to support the curriculum offer:</p> <p>Kate Purbrick/EYFS Danny Holliday/Year 1 Sophie Powell/Year 2 Sarah Martin/Year 3 Yasmin Melehi/Year 4 Ross Silcock/Year 5 Hazel Brown/Year 6</p>	Senior Leaders SR and WF	01.06.20	

	Management of teacher workload through joint planning across year groups for certain subjects				
Curriculum and transition	<p>The need for remedial work and "catch up" with the social/emotional needs of the children and young people has been balanced.</p> <p>Addressing gaps in learning in a structured and appropriately paced way to maximise impact of teaching without overwhelming the pupils.</p> <p>Maximising impact of additional adults matched to those identified pupils who need the support most.</p> <p>Managing transition (at all stages) to best support the next stage of learning.</p> <p>Supporting the handover of critical information to best support transition (e.g.: Reception/Year 1, SEND, etc.).</p>	Staff to email learning mentor if concerned about children's emotional well-being.	Shelley Mace	01.06.20	
Shared space and movement around schools	<p>Use of halls, dining areas and internal and external sports facilities for lunch and exercise at year group capacity.</p> <p>Assemblies recorded for those undertaking home learning.</p> <p>If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix and do not play sports or games together. Adequate cleaning between groups is in place, following the COVID-19: cleaning of non-healthcare settings guidance</p> <p>Stagger the use of staff rooms and offices to limit occupancy.</p> <p>Staff rooms are not to be used unless these are large enough to safely accommodate</p>	See appendix 1.	Ross Silcock Yasmin Melehi Nicholas Doyle Liam Betts	01.06.20	

	<p>current staff numbers at safe distance from each other. Each staff area has been assessed, a maximum number of staff per room has been placed on the door;</p> <p>Staff are encouraged to bring a packed lunch and use the larger dining areas, keeping a suitable distance from other occupants.</p> <p>Breaks are staggered to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time. (See above)</p> <p>Lunch breaks are either in class or if in the hall are staggered – pupils should clean their hands beforehand and enter in the groups they are already in; groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms. (See above)</p> <p>Number of pupils who use the toilet facilities at one time are limited to ensure they do not become crowded.</p> <p>Pupils who may need additional support to follow these measures are identified and appropriate arrangements have been put in place to support them in understanding how to follow the procedures.</p> <p>Where possible classes/activities will be completed outside.</p> <p>Maximise the use of outdoor space for outdoor education, exercise and breaks. Outdoor spaces are timetabled for each group.</p>				
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	<p>Outdoor equipment is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read: COVID-19: cleaning of non-healthcare settings</p>				
Start and end of day	<p>Drop-off and collection times have been staggered/start and finish times adjusted to keep groups apart as they arrive/leave school. Drop-off and collection protocols for parents established that minimise adult to adult contact. (see above)</p> <p>Drop off (primary):</p> <ul style="list-style-type: none"> • Drop-off and collection points and timings for each group have been identified, this information has been shared with parents. • The playground has been demarcated to enable parents to remain 2m away from other parents during drop off their children. • Parents are asked to not congregate in the playground for longer than 5 minutes before the designated school start time for their child (if more than one child is to be dropped off, parents will be able to remain in the playground keeping 2m away from others). • Start times have been staggered for each class in order to prevent large numbers of parents in the playground/on school grounds. 	See appendix 1.	Ross Silcock Yasmin Melehi	18.05.20	

	<ul style="list-style-type: none"> • Start times are designed to enable one group of parents to leave the site before the next group arrive. • Parents are reminded to leave the site once their children have entered the building. • Only one parent/guardian per child is permitted on site. • If there are additional siblings who have no other carers at home and who are not at school, they are permitted to stand with their parent. They are not to be allowed to run around the playground or interact with other families. <p>Entry to the school:</p> <ul style="list-style-type: none"> • Pupils will be collected in the playground by their teacher. • OR • Pupils will be met at the designated classroom door / entrance by their teacher. • Parents/carers are not permitted to enter the school buildings. • Entrance doors are held open, reducing the number of occupants touching the doors (only in accordance with safeguarding and fire regulations). • Hand-wash stations are located at the entrance to the school (classroom or other). All occupants are required to wash their hands (soap/water or hand sanitiser) on entry to the school. 		Class Teachers	01.06.20	
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	<ul style="list-style-type: none"> • Good hand washing signage to instruct pupils how to do this effectively is displayed. • Help is available for pupils who require support in cleaning their hands. • Hand washing demonstrations have been provided to pupils on how to adequately wash their hands. 				
Travel arrangements	<p>Encourage walking and cycling to school where possible. Follow government safer travel guidance and liaise with Local Authority for transport of pupils with SEND. Masks worn on public transport (required to be worn by adults and children of 11 years+ unless they are exempt) should be removed before entering the school building. There is a clear process for removing face coverings when pupils and staff who use them arrive at school, which has been communicated clearly to them. Pupils are reminded not to touch the front of their face covering during use or when removing it. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. Guidance on safe working in education, childcare and children's social care provides more advice.</p>	<p>Parent email will be sent to advise parents/carers of the guidelines in travelling to and from school.</p>	<p>Ross Silcock Jane Gildea</p>	<p>21.05.20</p>	
Pupils, parents and carers	<p>Inform pupils, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of</p>	<p>Email informing parents that standard coronavirus awareness is in practice.</p>	<p>Jane Gildea Parents</p>	<p>21.05.20 01.06.20</p>	

	<p>coronavirus (following the COVID-19: guidance for households with possible coronavirus infection).</p> <p>Parents to inform the school if anyone in the house is displaying symptoms.</p> <p>Inform parents that if their child needs to be accompanied to the school, only one parent should attend.</p> <p>Inform parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use).</p> <p>Make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely).</p> <p>Also think about engaging parents and children in education resources such as e-bug and PHE schools resources.</p>				
Contractors and visitors	<p>Deliveries will be accepted at designated quiet times only;</p> <p>Delivered items will be left outside of the school building for staff to collect.</p> <p>Deliveries to be dropped at designated areas & delivery person to be advised in advance deliveries will not be physically signed for. Delivery drivers to be advised to maintain 2m distance from collecting staff</p> <p>There is currently no perceived increase in risk for handling post or freight from specified areas</p>	<p>Site has not been closed. Deep cleaning to ensue in half term holiday (May) and summer holiday (August).</p> <p>Markings will be identified throughout school premises.</p>	<p>Susan Cody</p> <p>Nicholas Doyle Liam Betts</p>	<p>w/c 25.05.20</p> <p>w/c 25.05.20</p>	

	<p>Markings have been added to the floor asking visitors to stay back at least 2m from the reception desk;</p> <p>Visitors to provide completed questionnaire prior to arrival, school to check responses remain current on arrival;</p> <p>School to keep record of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace;</p> <p>Therapists and visiting specialists following the guidance provided by their own professional bodies and briefed on school protocols;</p> <p>Visitors and/or contractors will only be permitted into the school if they have confirmed that they are not symptomatic of COVID-19 or been with anyone who is symptomatic within the last 14 days prior to arrival;</p> <p>Visitors will only be permitted at their designated time and will be asked to wait outside of the school building until their school contact is available. Where visitors/contractors can attend outside of school hours they will;</p> <p>The school contact is required to attend reception in good time to meet their visitor;</p> <p>Meetings with visitors will be via video conference or phone where possible;</p> <p>If meetings are not possible via video conference/phone, social distancing measures will be adhered to at all times;</p> <p>Keeping in regular contact with external cleaning and catering suppliers and briefing them on the school's measures and groupings.</p>				
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	Briefing contractors on the school's COVID-19 measures prior to arrival and expectations on site. Reviewing the contractors' COVID-19 measures as detailed in their RAMS (see Contractor/Visitor section of Trust-level RA).				
Cleaning and Hygiene	<p>COVID-19: cleaning of non-healthcare settings guidance is followed.</p> <p>Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, hand sanitiser is provided in classrooms and other learning environments.</p> <p>All adults and children are required to:</p> <ul style="list-style-type: none"> • Frequently wash their hands with soap and running water for 20 seconds and dry thoroughly and recommended at the following times: <ol style="list-style-type: none"> 1. Entry and exit from the school 2. After using the toilet 3. On entry to the dining hall 4. Before and after eating 5. After sneezing or coughing • Are encouraged not to touch their mouth, eyes and nose. • Use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it'). <p>Help is available for children and young people who have trouble cleaning their hands independently.</p> <p>Consider how to encourage young children to learn and practise these habits through games, songs and repetition.</p>	Posters from e-Bug will be placed throughout the school.	Nicholas Doyle Liam Betts	w/c 25.05.20	

	<p>Bins for tissues are emptied throughout the day.</p> <p>Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units. Doors are propped open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.</p> <p>Cleaning supplies are monitored and replenished as required.</p> <p>There is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting.</p> <p>Waste removal and enhanced cleaning programs are in place for the potential coronavirus contaminated waste.</p> <p>The school has implemented additional cleaning regimes. This includes the following:</p> <ul style="list-style-type: none"> • Frequent cleaning of all touched surfaces, such as door handles, light switches, handrails, table tops, play equipment and toys. • Classroom furniture has been reduced in order to improve the ability to effectively clean. • Toilets will be cleaned at lunchtime and at the end of the day. • Equipment used by the pupils and staff will be suitably cleaned at the end of each day or before it is used by another person. 	<p>Additional cleaning supplies will be available in each classroom</p>	<p>Jane Gildea Susan Cody</p>	<p>w/c 25.05.20</p>	
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	<ul style="list-style-type: none"> • If an area is suspected to have been contaminated by coronavirus (a positive case is detected for an occupant of a classroom), the room will be closed for 72 hours and then deep cleaned as per the guidance set on COVID-19: cleaning un non-healthcare settings • Staff and parents are encouraged to use education resources such as e-bug and PHE schools resources • All those entering the school are required to wash/sanitise their hands on arrival. • Hand washing sinks are located within each toilet provision. • Signage is located adjacent to each wash station or sink reminding occupants to wash their hands and how to do it effectively. • Pupils and staff have been shown how to wash hands properly. • Teachers will remind pupils to use tissues and bin them once used. If tissues are not readily available exactly when needed occupants are reminded to cough or sneeze into their arm. • Anti-bacterial fogging of areas in the case of a larger outbreak of cases in a setting by external cleaning company if necessary, involves setting/ school closure for a day. 				
Poor ventilation	<ul style="list-style-type: none"> • Mechanical ventilation systems – adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal 		Ross Silcock Nicolas Doyle Liam Betts		

	<p>operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)</p> <ul style="list-style-type: none"> • Natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air. • Natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so) <p>Further advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice.</p> <p>To balance the need for increased ventilation while maintaining a comfortable temperature, the following</p>				
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	<p>measures should also be used as appropriate:</p> <ul style="list-style-type: none"> • opening high level windows in preference to low level to reduce draughts • increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused) • providing flexibility to allow additional, suitable indoor clothing. For more information see School uniform • rearranging furniture where possible to avoid direct drafts <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</p> <p>Increased ventilation may make school buildings cooler than usual over the winter months. Whilst our uniform policy remains in place, we may allow additional, suitable indoor items of clothing to be worn during the winter period in addition to the current uniform.</p>				
Mixing of groups	<p>Accessing rooms directly from outside where possible.</p> <p>Staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time.</p>		Ross Silcock Yasmin Melehi	22.05.20	

	<p>Staggering lunch breaks - children and young people should clean their hands beforehand and enter in their 'bubble'. Groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms.</p> <p>Ensuring that toilets do not become crowded by limiting the number of children who use the toilet facilities at one time. Allocating different groups to different toilet blocks where practical.</p> <p>Noting that some children will need additional support to follow these measures to support them in understanding how to follow the procedures</p> <p>Noting that some children will need additional support to follow these measures to support them in understanding how to follow the procedures.</p>				
Playground Equipment	<p>Allow for distance between children and staff.</p> <p>Outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children people using it, and that multiple groups do not use it simultaneously.</p> <p>Read COVID-19: cleaning of non-healthcare settings</p>	<p>Equipment will be kept with each "bubble".</p> <p>Equipment will be taken to the playground and removed once the break has ended.</p>	Teaching staff	01.06.20	
Symptomatic of COVID-19	<p>Familiar with NHS Test & Trace process.</p> <p>Ensuring staff and parents understand that they must be willing to do the following in case of infection:</p> <ul style="list-style-type: none"> • Book a test 		Jane Gildea First aiders	From 01.06.20	

	<ul style="list-style-type: none"> • Provide details of anyone they or their child has been in close contact with if test positive or if asked by NHS Test and Trace • Self-isolate if they have been in close contact with someone who tests positive for coronavirus or if anyone in their household develops coronavirus symptoms • Follow self-isolation guidance • Inform school immediately with the result of a test <p>Keeping (proportionate) records of pupils & staff in each group and any close contact that takes places between children and staff in different groups. Keeping school supply of home test kits replenished.</p> <p>If anyone becomes unwell with a new, persistent cough, a high temperature or a loss or change to their sense of smell, in school, they must be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance.</p> <p>They will be advised to arrange a coronavirus test through NHS.UK/NHS 119, and to let the school know the test outcome as soon as they receive it.</p> <p>If someone with symptoms tests negative they should stay at home until they are recovered as usual from their illness but</p>	<p>To use meeting room/disabled toilet in main reception area</p> <p>To use meeting room/disabled toilet in main reception area</p>			
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	<p>can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 14 days from the date of that contact.</p> <p>If someone with symptoms tests positive, they should follow the <u>guidance for households with possible or confirmed coronavirus (COVID-19) infection</u> and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. A cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should continue to self-isolate until their temperature returns to normal. Other members of their household should all self-isolate for the full 14 days.</p> <p>They should self-isolate for at least 10 days from the start of their symptoms. Other household members should self-isolate for 14 days from the date the first person started to have symptoms. If a negative test result is received, they feel well and no longer have symptoms (other than a cough or a loss of sense of smell or taste [this is because a cough or anosmia can last for several weeks once the infection</p>				
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	<p>has gone.]) they and their household members can stop self-isolating.</p> <p>If anyone is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the individual and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE should be worn by staff caring for the individual while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).</p> <p>In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital.</p> <p>If any member of staff who has provided close contact care, to someone with symptoms, even while wearing PPE and all other members of staff or pupils who have</p>				
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	<p>been in close contact with that person with symptoms, even if wearing a face covering, do not need to go home to self-isolate unless:</p> <ul style="list-style-type: none"> • The symptomatic person subsequently tests positive • They develop symptoms themselves (in which case, they should arrange to have a test) • They are requested to do so by NHS Test and Trace or the PHE advice service (or PHE local health protection team if escalated) <p>helped someone who was unwell with a new, persistent cough, high temperature or a loss of change to sense of smell or taste, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the individual subsequently tests positive (see 'What happens if there is a confirmed case of coronavirus in a setting?' below).</p> <p>Everyone should wash their hands thoroughly for 20 seconds or use handsanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned after they have left cleaning the affected area with normal household disinfectant after someone with symptoms has left to reduce the risk of passing the</p>				
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	<p>infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance.</p> <p>In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice.</p>				
Confirmed case of COVID-19	<p>Familiar with NHS Test and Trace process and how to contact PHE protection team. Ensuring staff and parents understand the following in case of infection:</p> <ul style="list-style-type: none"> • Book a test • Provide details of anyone in close contact with if test positive or if asked by NHS Test and Trace • Follow self-isolation guidance • Inform school immediately with the result of a test <p>Keeping (proportionate) records of pupils and staff in each group and any close contact that takes places between children and staff in different groups.</p>		Ross Silcock	Ongoing	

	<p>If positive result:</p> <p>Head Teacher to call DfE Helpline on 0800 046 8687 (option 1) for advice on the action to take based on the latest public health advice. Contact Trust Leader and Director of Operations & Partnerships. Trust Leader will update officials at the Royal Borough of Greenwich.</p> <p>The advice service will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate. If, following triage, further expert advice is required the adviser will escalate the school's call to the PHE local health protection team.</p> <p>The advice service (or PHE local health protection team if escalated) will work with schools to guide them through the actions they need to take. Based on their advice, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:</p> <ul style="list-style-type: none"> • direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to 				
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	<p>face conversation, or unprotected physical contact (skin-to-skin)</p> <ul style="list-style-type: none"> • proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual • travelling in a small vehicle, like a car, with an infected person <p>The advice service (or PHE local health protection team if escalated) will provide definitive advice on who must be sent home.</p> <p>A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow <u>guidance for households with possible or confirmed coronavirus (COVID-19) infection</u>. They should get a test, and:</p> <ul style="list-style-type: none"> • if someone who is self-isolating because they have been in close contact with 				
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	<p>someone who has tested positive for coronavirus (COVID-19) starts to feel unwell and gets a test for coronavirus themselves, and the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop coronavirus (COVID-19) within the remaining days.</p> <ul style="list-style-type: none"> • if the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following <u>guidance for households with possible or confirmed coronavirus (COVID-19) infection</u> <p>Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> <p>In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their</p>				
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	<p>reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice.</p> <p>The PHE local health protection team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school - as identified by NHS Test and Trace.</p> <p>Further guidance is available on testing and tracing for coronavirus (COVID-19).</p> <p>From 28 September, individuals could be fined if they do not stay at home and self-isolate following a positive test result for COVID-19 or if they are contacted by NHS Test and Trace and instructed to self-isolate.</p> <p>The area around the person with symptoms must be cleaned after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance.</p>				
Outbreak of COVID-19	If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus is suspected, they may have an outbreak and must continue to work with their local		Ross Silcock	Ongoing	

	<p>health protection team who will be able to advise if additional action is required.</p> <p>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. Whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.</p> <p>In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</p>				
Administering of first aid	<p>First aid is administered within the class/year group bubble.</p> <p>Staff use appropriate PPE when administering first aid - gloves for grazed knees etc. and gloves and masks for nose bleeds or if the first aider needs to get close to the face.</p>		SLT	Ongoing	

	<p>If a member of staff is with a symptomatic child and can't be 2 metres away they wear full emergency PPE.</p> <p>Whether a member of staff is to go home will be decided on a case by case basis. Consideration will be given on whether to send a member of staff home if there had been bodily fluids involved and the 2 metre distancing could not be observed.</p> <p>In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice.</p> <p>Following HSE advice: https://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm</p>				
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Lack of suitable premises management	Premises staff levels are maintained and suitable for the use of the building. Appropriate cleaning and premises staffing levels are in place. Premises staff levels are maintained and suitable for the use of the building; Appropriate cleaning and premises staffing levels are in place; Waste removal and enhanced cleaning programs are in place for the potential coronavirus contaminated waste. Contingency in place for sudden premises staff absence.		Nicholas Doyle	01.06.20	
Hazardous substance management, unsuitable COSHH management and use of chemicals leading to ill-health or fire.	Suitable storage and management of flammable hand sanitizer is in place. All chemicals used for the cleaning of school buildings and equipment is COSHH assessed and managed appropriately. Material safety data sheets are held for all chemicals and readily available to all staff. All cleaning chemicals are stored safely and securely in accordance with requirements. COSHH safety training has been completed by all those using chemicals for cleaning. Appropriate PPE is available for all cleaning including suitable PPE for cleaning of potential coronavirus contaminated rooms or equipment.		Nicholas Doyle	01.06.20	
Fire and evacuation procedures being inadequate at this time due to lack of trained fire wardens or occupants being	The Government expects that all staff will return to work in September. Evacuation plans including the following have been reviewed:	Updated fire evacuation procedures will be delivered to all staff and pupil and any visitors on site.	Nicholas Doyle Teachers Ross Silcock	01.06.20 03.06.20	

<p>spread around the building without suitable procedures in place.</p>	<ul style="list-style-type: none"> • Safe assembly of occupants following social distancing requirements. • Safe exit via the nearest final exit. • Training occupants of any changes to evacuation. • Ensuring there are enough trained fire wardens on site with the ability to sweep all used areas of the school. <p>All other fire system testing and maintenance has continued as normal.</p>	<p>Fire evacuation training will take place.</p> <p>Revert to usual fire evacuation procedures from the autumn term.</p>	<p>Nicholas Doyle</p> <p>Ross Silcock Nicholas Doyle</p>	<p>01.09.20</p>	
<p>Office spaces and meetings.</p>	<p>Desks where staff are sitting are at least 2m apart and not face to face, use back to back or side to side working where possible.</p> <p>Reduce number of people each person has contact with by using 'fixed teams or partnering' (so each person works with only a few others).</p> <p>Keeping hot desking to a minimum. Office surfaces, telephones and computers to be wiped with appropriate cleaning products in between users.</p> <p>Rooms to be kept well ventilated.</p> <p>Keeping meetings virtual where possible. If taking place in-person, ensure 2m minimum distance and that employees are not remaining in confined spaces – open windows and doors where possible.</p>		<p>Jane Gildea Deborah Fletcher Nikki Spowles Yasmin Melehi Alyssa White Holly Ingram Samantha Edgar Jo-Anne Hardy Ross Silcock</p>	<p>22.05.20</p>	
<p>Before/after school club</p>	<p>See above</p> <p>Where it is not possible, or it is impractical to group children in the same bubbles as they are in during the school day - for example, if only one or two children are attending wraparound provision from the</p>		<p>SLT</p>	<p>Ongoing</p>	

	<p>same school day bubble - schools and external providers may need to group children with others from outside their school day bubble or from a different school, where children from multiple schools are attending provision. Where we need to do this, the schools or external providers will seek to keep children in small, consistent groups with the same children each time, as far as this is possible. See guidance for <u>providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children</u></p>				
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Please note:

All controls are subject to change should government guidance change due to changes to the 'R' rate. This could change on a daily basis. Government and Department for Education guidance must be regularly reviewed. Risk assessment must be reviewed if there is a significant change.

Appendix 1

School full opening timetable Autumn 1 term 2020-21

Staff unable to work								
Class	Teacher	Number of children	Play time	Lunch time	Lunch venue	Start of day	End of day	Drop off/ collection point
6MB	Megan Brown	25	11:30	13:00	Classroom	9:15	15:35 12:45	Playground HD
6DM	Dennis Mitakos	25	11:30	13:00	Classroom	9:15	15:35 12:45	Playground HD
5SB	Sara Bayliss	30	11:30	13:00	Classroom	9:15	15:35 12:45	Playground MW
5LW	Laura White	30	11:30	13:00	Classroom	9:15	15:35 12:45	Playground MW
4PM	Philippa McEwan	30	11:00	12:30	Classroom	9:05	15:25 12:30	Playground MW
4HB	Helena Bolt	30	11:00	12:30	Classroom	9:05	15:25 12:30	Playground MW
3JD	Jack Delaney	30	11:00	12:30	Classroom	9:05	15:25 12:30	Playground HD

3LG	Lauren Greenbank	30	11:00	12:30	Classroom	9:05	15:25 12:30	Playground HD
2TA	Tim Arding	30	10:30	12:00	Classroom	8:55	15:15 12:15	Playground HD
2RH	Robyn Hudson	30	10:30	12:00	Classroom	8:55	15:15 12:15	Playground HD
1EH	Gemma Edwards Jo-Anne Hardy	30	10:30	12:00	Classroom	8:55	15:15 12:15	Playground MW
1HP	Hye-Jin Park	31	10:30	12:00	Classroom	8:55	15:15 12:15	Playground MW
1ST	Sarah Triggs	30	10:30	12:00	Classroom	8:55	15:15 12:15	Playground MW
RJT	Jessica Travers	31	N/A	11:30	Classroom	8:45	15:30 12:00	Playground
RGB	Georgie Bradley	31	N/A	11:30	Classroom	8:45	15:30 12:00	Playground
RCR	Claire Ridley	30	N/A	11:30	Classroom	8:45	15:30 12:00	Playground
NPJ 30 hours	Poppy Jones	26	N/A	11:30	Classroom	8:45	15:45 11:45	Nursery outside area
NBB 15 hours	Megan Borthwick Sam Byrnes	26	N/A	N/A	Classroom	8:45	11:45	Nursery outside area

Appendix 2

Protocol for home learning in the event of school closure

September 2020

In the event of extended school closure, Wingfield Primary School is working to ensure that we provide access to meaningful learning for all our children.

Rationale

Children need to have the opportunity to continue their education at home and as such we have provided guidelines of how children can engage meaningfully in their education if this is necessary due to self-isolation or in the event of school closure.

These resources are intended to support parents/carers with their children's learning at home, and parents/carers are best placed to consider whether and how they use them.

The resources will cover:

- Practice of key fluency skills on a daily basis such as: spellings (high frequency words), reading, times-tables and phonics for younger children.
- A daily English, maths and foundation lesson (including science) set by teachers on Showbie (Years 1 – 6) and Tapestry (Nursery and Reception).
- For children that do not have regular access to the internet or a device, an iPad will be loaned or paper learning will be provided.
- All children will be provided with an exercise book and a pencil.

Teachers will therefore:

- Plan an online English, maths and foundation lesson (including science) per day, making resources interactive wherever possible e.g. BBC Bitesize, Oak National Academy, etc. (see additional resources link below).
- Organise the folders of learning in a consistent manner across the school.
- Provide feedback on all learning that is completed within that current week.
- Communicate with children via the class discussion on Showbie/Tapestry between the hours 9:00 – 16:00 Monday – Friday.
- Call parents/carers of children that are not accessing online learning to discuss reasons and offer support/paper learning. Please see risk assessment for using a personal telephone to make a call to parents/carers.

Other aspects to consider:

- Teachers should not be emailed directly by parents/carers.
- When children are accessing learning at home consideration needs to be given to the amount of screen time this will require. Please consider this when planning your activities/lessons for the children.
- Parents/carers to notify schools if they need paper packs (these will be more limited).
- For additional resources, including for children with SEND, please use the following link: <http://www.wingfield.greenwich.sch.uk/node/43>

Ross Silcock
Headteacher