

COVID-19 OPERATIONAL RISK MITIGATION FOR THE FULL OPENING OF IPAT SCHOOLS

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Related documents

Trust guidance: IPAT educare continuum checklists, IPAT cleaning schedule and IPAT premises maintenance checklist

Government guidance:
<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>
 Coronavirus (COVID-19): implementing protective measures in education and childcare settings
 Coronavirus (COVID-19) Collection: guidance for schools and other educational settings
 Actions for schools during the coronavirus outbreak
 Coronavirus (COVID-19): implementing social distancing in education and childcare settings
 Coronavirus (COVID-19): guidance for educational settings
 COVID-19: cleaning in non-healthcare settings

TU guidance

Areas of concern	Control measures to mitigate risks for all IPAT schools	Further actions / comments specific to school
1. Establishing a systematic process for full opening		
1.1 Organisation of teaching spaces		
Class bubbles do not meet Covid-19 guidelines	Class groups to be a small bubble within a larger bubble appropriate to the size of the school e.g. half form entry to have class bubble within a larger bubble of FS/KS1 or KS2; one form entry to have class bubbles within a larger bubble of FS/KS1, lower KS2 or upper KS2 etc.	Each class will form a class bubble = 3 bubbles of EYFS/Year 1/2, Year 3/4 and Year 5/6. Year 3/4 with Year 5/6 will make a wider bubble. During the school day, pupils will be isolated in their bubbles - wider bubbles may be used for wraparound care, enrichment clubs and school transport where it may be necessary to have a wider mixing of pupils. Mixing of pupils across class bubbles during the school day MUST be avoided; mixing of pupils beyond their wider bubble during before and after school provision MUST be avoided. The exception will be children in Year 1 moving into EYFS for all or part of the afternoons in order that resources and continuous provision can be accessed. Staff will be allocated to a wider bubble to enable them to work across two class bubbles. Staff are permitted to enter and work with pupils from the alternative wider bubble where required BUT MUST record this for track and trace requirements (record to be kept on door of each room) AND MUST maintain a distance of 2m from other adults and avoid working in close proximity with pupils (definition is within 1m for more than 15 minutes). Additionally, when a member of staff is required to work in a different wider bubble, they must follow strict handwashing expectations and sign the Track & Trace form on the classroom door prior to entering the other wider bubble. All classrooms with the exception of EYFS will be set up in rows with all of the children facing forwards. EYFS to set up for continuous provision. All classrooms to be organised and photographed week commencing 24th August and videos shared with class pupils accordingly via Arbor. EYFS to have meeting with the class teacher on the first Wednesday/Thursday/Friday then begin on a part-time timetable from 1st September. MS to ensure all contact details and medical information for pupils is up to date on Arbor to enable IRAs to be reviewed/conducted for relevant pupils (DT to ensure risk assessments in place - liaise with AH regarding new starters). No spare chairs or unnecessary furniture and furnishings. Age appropriate signage displayed in all areas of school. No clubs to start until after autumn half term.
	Classrooms re-modelled, with chairs and desks available for each pupil, facing in the same direction. FS/Y1 classrooms to ensure continuous provision accessible.	
	Spare chairs removed from desks so they cannot be used.	
	All furniture and furnishings not in use to be removed and put in storage where possible.	
	Clear age-appropriate signage displayed in classrooms promoting no physical contact.	
	Share videos of classrooms and site via Arbor to help prepare pupils for return.	
	Individual pupil risk assessments completed for all pupils with underlying health conditions and/or SEND impacting on behaviours, further mitigating actions determined if required.	
At all times during the school day, wider bubbles must not interact with pupils from another wider bubble.		
Large spaces needed to accommodate more than one	Consistent class bubbles within wider bubbles of pupils to be adhered to at all times.	EP to plan a collective worship programme for staff to follow which will include at least three virtual assemblies each week - one celebration assembly, one CW on the theme of the week led by SLT and one CW on the theme of the week led by clergy. See https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts and https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools for further guidance regarding performing arts. Collective singing should only take place in the hall or outside and should be no more than 15 pupils social distancing and all facing the same way. Instrument lessons should take place in the hall - no wind instruments, thorough cleaning of the instruments after each session, social distancing and all children facing
	Design layouts and arrangements in larger spaces e.g. large screen dividers to demarcate spaces in hall if access required as a corridor, lunch sittings so no interaction of wider bubbles.	

<p>accomodate more than one class bubble</p>	<p>Close gatherings larger than a wider bubble remain prohibited e.g. whole school gatherings.</p>	<p>- no wind instruments, thorough cleaning of the instruments after each session, social distancing and all children facing the same way. For both singing and the playing of instruments, the space should be well-ventilated. PE to take place outside rather than in the hall when weather allows. If using the hall, this should only be for half of the class bubble at any one time (ensure equipment is wiped down afterwards) and should be activities that don't leave the children breathless. All PE to be non-contact sports using equipment that can be wiped down between uses. Where wiping down is not possible, equipment not to be used by a different class bubble for 48 hours (72 hours if plastic). Hands must be washed before and after PE lessons. Also refer to https://www.gov.uk/government/publications/actions-for-schools-during-the-</p>	
<p>1.2 Availability of staff for class bubbles</p>			
<p>The number of staff who are available is lower than that required to teach class bubbles in school</p>	<p>The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned and adapted if required.</p> <p>Individual staff risk assessments have been completed for identified 'at risk groups' (see equality impact chart) and usual deployment is altered if RA indicates necessity.</p> <p>Flexible and responsive use of teaching support assistants to supervise classes is in place, including for PPA and NQT cover.</p> <p>If supply staff required, they should be consistent to a wider bubble.</p> <p>Usual staff absence reporting procedures apply.</p> <p>Staff displaying symptoms must not attend school and must get a test.</p> <p>Use is made of testing and NHS test and trace to inform staff absence and deployment.</p>	<p>EP to keep staffing grids up to date - colour coded system used to show staff at high risk (red) and staff at medium risk (yellow). Staff advised to let EP know if anything changes. Individual risk assessments in place for a small number of staff. See separate plan for PPA cover (keep staff within their bubbles - ES to cover EYFS and KS1, SP/GW to cover Year 3/4). Supply staff are not to be used. KD to coach staff in delivering Real PE - separate risk assessment will be in place. If a staff member is unable to come into work due to illness, phone EP between 7 and 7.30am. Forest school to start after autumn half term.</p>	
<p>The lack of availability of designated First Aiders, Designated Safeguarding Leads and ELSAs puts children's safety at risk</p>	<p>Organise 1st Aid training for those whose certificates have expired or for new / untrained staff.</p> <p>Organise DSL and or safer recruitment training for renewal or new DSLs / SR staff.</p> <p>Organise ELSA and SEND support according to greatest need.</p> <p>Collaborative arrangements for sharing designated staff with other IPAT schools agreed if needed.</p>	<p>Three DSLs - EP, DT and CM - at least one DSL always on site. No additional DSLs need to be trained. In an emergency, use a DSL from either All Saints (VP, LC, MS) or Sharnford (SBH, GH, RW). Most support staff and teachers are first aid trained. First aid pack in each classroom base. Online first aid training available if needed. EP and MS have attended safer recruitment training. ELSA (HH) needs to be determined during 1st two weeks and feedback meetings with DT every 6 weeks to ensure resources targeted for maximum impact on wellbeing. ELSA to work across the school but must ensure the room is well-ventilated. SENDCo meetings with all teaching and teaching support staff to take place in first week to ensure EHCP/SEND support plans resourced appropriately. Play therapy can take place and has been risk assessed by the provider - must take place in a well-ventilated room or outside. Forest School to take place led by EC from All Saints - ensure precautions are followed such as social distancing and handwashing before and after the activities. Children to be selected for Forest School through discussion between DT, EC, HH and WT. SENCO must limit contact with children as based across two schools and is part of a bubble at All Saints.</p>	
<p>1.3 The school day</p>			

<p>The start and end of the school day create risks in terms of gatherings and Covid-19 guidelines</p>	When unlocking / locking, Premises Officers to be aware that public facing aspects of the building such as gates, front door handles may have been contaminated even if the building has been unoccupied so should wear gloves on approach and entry.	<p>PO to follow checklist and to have access to this document. Staggered drop off between 8.45 and 9.05am. EYFS children to enter through the side gate where they will be greeted by a member of staff and taken into the classroom through the side door. Year 1 and 2 children to also enter the school site through the side gate where they will be met by a member of staff and taken in through the fire exit at the rear of Maple classroom. Year 3/ 4 (Birch), 5 / 6 Oak will enter through the main gates at the front. Both gates will be open wide to enable distancing. Birch pupils will walk round to their classroom via the path behind Oak Class and enter via the double fire doors. Oak pupils will enter via the back doors to Oak classroom. Collection times are 3.05 for EYFS (parents to wait on side playground and children will be dismissed from the EYFS gate) and Year 3/4 (front playground) and 3.15 for Year 1/2 (side playground) and Year 5/6 (front playground). Preference is for one parent to drop off and pick up. Parents can go as far as the external doors but MUST NOT enter classrooms. Parents to be reminded to socially distance when dropping off and collecting their children. Pupils to be briefed by the teachers on the first day and then staff to give continual reminders of entrances, exits and circulation routes. No lunch queues as staff to collect deli bags and take them to the children; they will eat in their classrooms or outside if weather allows. No parents allowed into the school building except by appointment but this will only be in exceptional circumstances. Only one child in the toilet area at one time - staff to monitor. Staff to use common sense when entering staff toilet area. Signage displayed. EP/DT to be outside ensuring that social distancing is adhered to. Text and email reminders sent out when required.</p>	
	All cars to park in the same direction to enable entry and exit of cars to be at a distance.		
	The number of entrances and exits to be used is maximised.		
	Different entrances and exits to be used for the consistent class or wider bubbles where possible.		
	Drop off and pick up times to be extended or staggered to avoid congregation of large groups of parents / carers and the breaking of class or wider bubbles on school site.		
	Only one parent / carer to drop off and collect their child / children.		
	Staff, parents, carers and pupils are briefed and signage provided to identify which entrances, exits and circulation routes to use.		
	A plan is in place for managing the movement of people on arrival to avoid groups of people congregating.		
	Staff model social distancing and no physical contact consistently.		
	Floor markings are visible where it is necessary to manage any queuing e.g. entrances, foyer, toilets, sinks, lunch queues.		
Attendance is mandatory - this must be made clear to parents / carers and office staff must follow up on all pupil absences. If a pupil is unable to attend school because they are complying with clinical and/or public health advice, access to quality remote education must be offered immediately and monitored.			
Leaders need to follow up on attendance of vulnerable pupils, those from disadvantaged backgrounds and those whose absence falls below 90% (involve EWO if required).			
<p>1.4 Planning movement around the school</p>			
Circulation plans have been reviewed and revised to prevent interaction between wider bubbles.	<p>Children will only need to move between their class base, the toilets and the playgrounds/field. EP and DT to do regular walk rounds to check the flow; if bottlenecks are identified then changes to be made to the circulation and all staff and pupils would be informed. Groups to have set times for use of the outside space at breaktimes and lunchtimes; these will be staggered. Use made of all of the available outside space with each bubble having a nominated space. EYFS and KS1 bubble to use the side playground. Oak to use the trim trail and front playground 12-12.30 then Birch 12.30-1pm. Door wedges made available so that doors can be propped open to allow for improved ventilation. Those pupils who have had low levels of engagement during lockdown and may require additional support will be seated nearer to the front</p>		
One-way systems are in place where possible.			
Corridors are divided where feasible.			
Appropriate signage is in place to clarify circulation routes.			
Social distancing signage is in place in all areas.			
Pinch points and bottle necks are identified and managed accordingly.			
Movement of pupils around school is minimised as much as possible.			
Pupils are regularly briefed regarding observing social distancing guidance to minimise physical contact (using age appropriate methods).			

Movement around the school risk Covid-19 guidelines and interaction of staff and class bubbles	<p>Arrangements for the youngest pupils have been agreed and staff are clear on expectations.</p> <p>Pupils to know they can only use toilet areas one at a time.</p> <p>Breaks and lunch times are structured to support consistent wider bubble groups and prevent interaction between wider bubbles.</p> <p>External areas in use ensure no interaction between wider bubbles.</p> <p>Pupils are reminded about no contact as break and lunch times begin.</p> <p>Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and to aid ventilation.</p> <p>Appropriate levels of adult supervision are in place at all times.</p> <p>Any BASC or enrichment provision to adhere to the same level of protective guidance so as not to mix wider bubbles.</p>	<p>have had low levels of engagement during lockdown and may require additional support will be seated nearer to the front of the class. Each pupil will have their own set of resources on their desk, to limit movement in the class (pen, pencil, ruler, glue stick...). When working 1-1, staff to wash hands before and after working with the pupil; identified space used for the intervention with two separate desks placed a suitable distance apart; equipment to be set up before the start of the session; if not working in the classroom, member of staff to wait at the classroom door; the pupil follows the member of staff at a distance on the way to and from the intervention; after the pupil has returned to class (or if intervention is in the classroom), staff member wipes the desk and any equipment that needs to be used by another pupil. Any small group work must be with pupils from the same class bubble to reduce potential contacts. The same principles apply for small group work as for 1-1 interventions. Each classroom to have a space by the door where there are no pupils to enable leaders to be present, speak to the class and observe learning / learning behaviours. EYFS and KS1 to share toilets, Year 3/4 use toilets in the classroom and Year 5/6 use toilets next to their classroom. Children to wash hands when entering and exiting the toilets.</p>	
1.5 Curriculum organisation			
Pupils will have fallen behind in their learning during school closures and achievement gaps will have widened. Pupils have not had access to a broad and ambitious curriculum.	<p>Broad and ambitious curriculum which reconnects the children is in place from the start of the autumn term and commences with important missed content.</p> <p>Gaps in learning are assessed and addressed in teachers' planning.</p> <p>Plans for intervention are in place for those pupils who have fallen behind in their learning. The additional catch-up funding to be used and targetted to areas of greatest need.</p> <p>Prioritise loss of learning of vulnerable and disadvantaged pupils.</p> <p>Ensure if further remote learning required, it aligns with and is of equal quality to in school curriculum.</p>	<p>Interventions to be determined using EEF evidence and available resources once children have been back in school for at least two weeks e.g. DIPT, Power of 2 to be 1:1 / small groups and undertaken outside or in ventilated room using guidance above. Catch-up grant to be targetted once gaps analysed. Further remote learning will follow the same curriculum sequence as the learning offer in school and will be set using Google Classrooms. Children's books should be marked by staff in line with the school feedback policy. Hands should be thoroughly washed before and after touching books.</p>	
1.6 Staff spaces			
Staff rooms, offices and toilets do not allow for observation of Covid-19 guidelines	<p>Staff room, offices, toilets have been reviewed and appropriate configurations of furniture with signage have been put in place to allow for Covid-19 guidance.</p> <p>Staff have been briefed on the use of these rooms.</p>	<p>Staff briefed to socially distance in the staff room and staff kitchen and appropriate signage displayed. Limit usage of the staffroom. Members of staff are able to work in each office and maintain social distancing. Staff to use common sense when entering toilets. Staff to have their own cup which should be washed thoroughly. Staff to use hand gel when entering and leaving the staffroom.</p>	
1.7 Managing the school lifecycle			
Limited progress with the school's calendar because of COVID-19 measures	<p>School calendar for the remainder of term minimalised - no school trips beyond a wider bubble. No parents / carers on site for performances.</p> <p>Staff induction for start of the autumn term completed virtually. From the start of the autumn term, safeguarding checks to be carried out in person.</p>	<p>No trips that involve a coach at all during the Autumn term - bookings have been cancelled/posponed. Meet the Teacher to take place virtually - decisions made regarding parent's evening and Christmas performances closer to the time. No class assemblies or performances until guidance changes.</p>	
Pupils moving on to the next phase in their education do not feel prepared for the transition	<p>Regular communications with the parents of incoming pupils are in place, including photos, videos, virtual meetings, letters and newsletters.</p> <p>Online induction days for pupils and parents are planned.</p> <p>Staggered physical induction days for new EYFS.</p> <p>Welcome letter, newsletter or video to new classes.</p>	<p>Regular communication to continue between school and home - EP regular updates, monthly newsletters (DT). Welcome film from new class teachers went out before the summer break. Virtual induction meeting for new EYFS parents took place at the beginning of July. EYFS part-time induction.</p>	

1.8 Governance and policy		
Trustees and governors are not fully informed or involved in making key decisions	Online meetings are held in the second full week of opening where possible and every 6 weeks afterwards.	First LGB meeting of the academic year 2020/21 to take place on 29.9.20. EP to share all risk mitigation for commentary by the LGB by 31/07/2020. EP to email regular updates to the LGB.
	Trustees/governors are briefed regularly on the latest government guidance and its implications for the trust/school.	
	LGB test robustness of risk mitigation for sign off by TB.	
Existing policies on safeguarding, health, safety and wellbeing, fire evacuation, medical, bereavement, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances	All relevant policies have been revised to take account of government and PHE guidance in relation to COVID-19 and implications for the trust/school.	Safeguarding and Behaviour Policies both have addendums. All key policies to be reviewed prior to the start of term and shared with all staff on the teacher days. ELSA has some training in bereavement and has access to a number of resources. Information also available in the trust bereavement policy. All visitors to the site must have a pre-arranged meeting and visits will be clearly recorded for tracing purposes; ad hoc visitors with no appointment will not be allowed on site. New parents can come for a tour with an appointment - must sign in for track and trace and use hand sanitiser, masks optional, only one set of parents per day and tours will not go beyond classroom doors. All meetings with parents and carers will be via telephone or virtual meetings. In exceptional circumstances meetings can be held face to face, ensuring social distancing is maintained. Parents and carers will be encouraged to use email/telephone to contact the school office. Fire evacuation plan will resume as pre lock-down as classes are far enough away from each other. Fire at the start of term to check procedures. Staff briefed regularly. Visitors to school are limited to 1 person in enclosed Office reception area at a time (signs up inside and outside) and hatch to remain closed. Children at same work station & chair each day. Staff to have their own set of resources; these shouldn't be shared. Teachers asked to ask pupils and parents to discuss a number of handwashing/hygiene resources prior to the children coming back.
	All staff are briefed on infection control, fire evacuation procedures, safeguarding, risk management, wellbeing support and constructive behaviour management.	
	Pupils, parents, carers, trustees and governors have been briefed accordingly.	
	Staff, parents and carers are signposted to wellbeing websites and resources to support themselves and pupils.	
	The school has trained staff who can deliver bereavement support and/or request support from other organisations when necessary.	
	Non-essential deliveries and visitors to the school are minimised and, where necessary involve no physical interaction	
	Respiratory and handwashing hygiene posters to be displayed in all areas and shared, reinforced with pupils	
	Social distancing guidance and markings are clearly displayed to protect office staff.	
	Engage parents and pupils in education resources such as e-bug and PHE schools resources prior to school opening	
	Limit the sharing of resources in school e.g. stationery with individual packs available for pupils.	
Curriculum resources, sports and play equipment to be cleaned between each use by different wider bubbles. Sports to be non-contact		
Limit the exchange of resources between home and school.		
Arrangements are in place for the segregation of visitors to school to ensure they do not directly integrate with staff and consistent bubbles.		
1.9 Communication strategy		
Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	Communications strategies for the following groups are in place: staff, parents, carers, pupils, trustees, governors, DBE, LA, DfE, RSC, TUs. Ensure all contact details remain up to date.	EP/DT to keep in regular contact with staff (weekly briefings and regular emails), parents (Arbor), pupils and governors (email).

1.10 LA School Transport		
Changes to bus schedules as a result of COVID-19 adversely affect pupils' attendance and punctuality and do not align with staggered start and departure times	The details of how pupils will travel to and from school are known prior to opening and shared with LA School Transport who will share their RA.	MS to liaise with school transport and contact parents w/b 6.7.20 to see if parents intend to use school transport in the Autumn term. If some are, MS to contact bus company to see risk assessments. EP/DT to check risk assessments. Ensure school transport are aware of bubbles at Ullesthorpe. Monitor.
	Effective liaison with bus companies is used as a basis for planning staggered start and departure times if required.	
Areas of concern	Control measures to mitigate risks	Further actions / comments
2. Investing in safety equipment and health and safety arrangements to limit the spread of COVID-19		
2.1 Cleaning		
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required	A return-to-work plan for cleaning staff (including summer deeper cleans) is agreed with staff/contracting agencies prior to autumn opening.	School has been thoroughly deep cleaned prior to opening. New PO - ensure induction from an experienced PO in the trust. PO to refer cleaners to the trust cleaning schedule and to monitor implementation. DT and MS to also oversee through spot checks. Additional 1 hours cleaning per day between 12 and 1pm to allow for a lunchtime clean which includes frequently touch surfaces and toilets. All classes to have a bucket with cleaning materials so that desks/objects etc. can be regularly wiped. Wipes placed in high use areas such as by the photocopier. All tables to be wiped after eating. Lidded bins to be emptied in the middle of the day. ELSA room to be used for children with symptoms of Covid-19.
	An enhanced cleaning plan is agreed, implemented and adhered to which minimises the spread of infection.	
	Thorough daily clean of desks, dining tables, door handles, communal business machinery (copiers etc.) kitchens, particularly cupboard door handles, fridges, taps, kettles, microwaves and toasters, toilets, cubicle doors, sinks, entry systems, telephones, computers	
	Eating areas to be thoroughly cleaned after each consistent group.	
	Toilets to be cleaned more regularly throughout the school day.	
	All bins to be lined and emptied more regularly throughout the day. Foot pedal, lidded bins in core areas (classrooms, staffroom, toilets).	
	Working hours for cleaning staff are increased if required to ensure cleaning schedule can be adhered to.	
	Cleaning an area after a suspected case of Covid-19: Close off the area securely for 72 hours to reduce the risk of the suspected infection being passed on as the amount of virus living on surfaces will have reduced significantly. Wear disposable gloves and a disposable apron and double bag them after removal, leaving them secure before throwing away in the regular rubbish 72 hours later. To clean, use a disposable cloth, first clean hard surfaces with warm soapy water. Then disinfect these surfaces with the cleaning products you normally use. Pay particular attention to frequently touched areas and surfaces, such as bathrooms, grab-rails in corridors and stairwells and door handles. If an area has been heavily contaminated, such as with visible bodily fluids, from a person with suspected Covid-19, consider using protection for the eyes, mouth and nose, as well as wearing gloves and an apron. Wash hands regularly with soap and water for 20 seconds, and after removing gloves, aprons and other protection used while cleaning	

	<p>Educaters: re opening procedure for school kitchens that have been closed throughout the summer to cover all aspects of cleaning, disinfecting, and sterilising food preparation and service areas, equipment and utensils All utensils and equipment to be sterilised after each use. Staff will frequently handwash for a minimum of 20 seconds, using anti-bacterial soaps and hand sanitisers. Hand sanitising stations to be set up for visitors to school kitchen and food service area. Objects and surfaces that are touched regularly to be cleaned and disinfected in accordance with the Food Standards Agency's Safer Food, Better Business Guidance (SFBB). Upon delivery, food packaging to be checked, cleaned and handled in line with food safety practices. Educaters risk assessment to be shared with each school.</p>	
2.2 Hygiene, respiratory hygiene and hand washing		
<p>Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands effectively or with sufficient frequency</p>	<p>An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary.</p>	<p>MS to ensure that adequate supplies of antibacterial soap, hand towels, tissues and hand gel are in school. PO/cleaners to monitor throughout the day and ensure that all dispensers are stocked. Children to let staff know immediately if anything runs out. Posters displayed by sinks to remind children to wash their hands. Children should wash their hands before and after going to the toilet. Posters around school with the message 'catch it, bin it, kill it'.</p>
	<p>Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day.</p>	
<p>Pupils forget to wash their hands regularly and frequently</p>	<p>Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently.</p>	
	<p>Posters in all areas reinforce the need to wash hands regularly and frequently.</p>	
<p>Pupils do not maintain respiratory hygiene.</p>	<p>School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.</p>	
	<p>Staff training includes the need to remind pupils to 'Catch it, Bin it, Kill it'.</p>	
	<p>Posters in all areas reinforce the need to 'Catch it, Bin it, Kill it'.</p>	
	<p>Monitoring arrangements are in place to ensure supplies of tissues are maintained throughout the day.</p>	
2.3 Clothing and fabric		
<p>Not wearing clean clothes each day may increase the risk of the virus spreading</p>	<p>Policies are agreed and shared prior to the start of term on the wearing of uniforms by pupils and business dress by staff to minimise risks.</p>	<p>Pupils to be in uniform from the beginning of term. There is no need for uniform to be washed any more frequently than before. Children to come in PE kit on PE days. Wellingtons can be worn / changed on very wet days. No bags required in school as minimal resources being shared between home and school. School will provide a plastic wipeable wallet for transferring reading/phonics books between home and school. Homework to be set on Google Classroom so no papers going between home and school unnecessarily.</p>
	<p>Expectations and guidance are communicated to parents, carers and staff.</p>	
<p>The use of fabric resources may increase the risk of the virus spreading</p>	<p>If not possible, ensure fabric chairs are limited to single person use or cleaned regularly.</p>	<p>Staff room to have limited useage.</p>
2.4 Testing and managing symptoms		
<p>Testing is not used effectively to help manage staffing levels and support staff wellbeing</p>	<p>Guidance on getting tested has been published</p>	<p>Information about testing has been shared with all staff. Parents regularly informed through newsletters.</p>
	<p>The guidance has been explained to parents, carers and staff.</p>	
	<p>Robust collection and monitoring of absence data, including tracking return to school dates, is in place.</p>	

<p>Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms</p>	<p>Procedures are in place to deal with any pupil or staff displaying symptoms in school. See detailed guidance - IPAT Procedures for dealing with suspected and confirmed cases of Covid-19</p> <p>Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms clinically vulnerable and clinically extremely vulnerable should these apply.</p> <p>A record of any COVID-19 symptoms in staff or pupils is reported to the trust. See detailed guidance - IPAT Procedures for dealing with suspected and confirmed cases of Covid-19.</p> <p>A record of confirmed cases is reported to PHE. All guidelines from PHE followed.</p>	<p>SW/MS to monitor absence data and to raise concerns with DT/EP. Liaise with EWO. Regular reminders to parents about the steps to take if anyone in their household displays symptoms. Staff survey means that EP and DT know which staff are clinically vulnerable or live with someone in one of the government categories. Monitor these staff closely and ensure they are taking all of the necessary precautions; they should not supervise a child with symptoms of Covid-19. DT to liaise with SP at traveller education to support the GRT in returning to school. Documents in place to log staff and pupils that have had a covid test as well as the result. Confirmed case log of communications to be used in the event of a child or staff member having a positive test.</p>	
<p>Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19</p>	<p>Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. See detailed guidance - IPAT Procedures for dealing with suspected and confirmed cases of Covid-19.</p> <p>The guidance has been explained to staff and pupils as part of the return to school.</p> <p>Any updates or changes to guidance are communicated in a timely and effective way to all stakeholders.</p> <p>No member of staff who is extremely clinically vulnerable or clinically vulnerable on the staff risk assessment should be supervising a child with symptoms of Covid-19.</p> <p>Ventilated room designated for pupils with suspected COVID-19 whilst collection is arranged. See detailed guidance - IPAT Procedures for dealing with suspected and confirmed cases of Covid-19.</p> <p>PPE to be worn by staff member supporting pupil and disposed of safely in line with guidance above once pupil collected. See detailed guidance - IPAT Procedures for dealing with suspected and confirmed cases of Covid-19.</p> <p>If life threatening call 999 first, then parent / carer or named contact if a staff member. Tell the pupil or member of staff to avoid touching surfaces and objects. Provide disposable tissues and a bag to dispose in. Use specified toilet if required.</p> <p>Social distancing of 1m+ to be adhered to unless pupil is in distress.</p> <p>Procedures are in place for designated room to be deep cleaned after suspected COVID-19 cases, along with other affected areas, including toilets and all touch points.</p>	<p>If life threatening call 999 first, then isolate within the HT office, call parent / carer or named contact if a staff member, ask the pupil / staff member to avoid touching surfaces and objects, provide disposable tissues and a bag to dispose in, if comfort break is required prior to collection or medical assistance - use specified toilet, after collection or medical assistance - ensure not present for at least 14 days. Wear disposable gloves and a disposable apron and double bag them after removal, leaving them secure before throwing away in the regular rubbish 72 hours later. Ensure room is deep cleaned after suspected case (DT/MS/EP to inform PO and cleaner).</p>	

<p>Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school</p>	<p>Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school. See detailed guidance - IPAT Procedures for dealing with suspected and confirmed cases of Covid-19.</p>	<p>Regular communication through the newsletters. Small number of test kits in school.</p>	
	<p>The guidance has been explained to staff and pupils as part of the return to school.</p>		
	<p>Any updates or changes to guidance are communicated in a timely and effective way to all</p>		
	<p>All confirmed cases to be reported to PHE and to Trust and procedures followed as per IPAT Procedures for dealing with suspected and confirmed cases of Covid-19.</p>		
	<p>All staff and pupils will have access to a test if they display symptoms and MUST get tested in this scenario. If they test negative, they can return. If they test positive, the rest of the consistent group will be sent home and advised to self isolate for 14 days. Other household members do not need to self isolate unless the pupil or staff member subsequently develops symptoms. As part of the national test and trace programme, if other cases are detected within the cohort, PHE's local health protection teams will conduct a rapid investigation and will advise on the most appropriate action to take.</p>		
<p>2.5 Personal protective equipment (PPE)</p>			
<p>Provision of PPE for staff where required is not in line with government guidelines</p>	<p>Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</p>	<p>Staff who are yellow or red on the staffing risk assessment are NOT to supervise a child with suspected symptoms. Good supplies of PPE are available in school - MS to monitor stock levels.</p>	
	<p>Staff required to wear PPE (e.g. SEND, intimate care, dealing with someone displaying COVID-19 symptoms, cleaning staff, handling and receiving deliveries) have been instructed on how to put PPE on and remove carefully and dispose of safely to reduce risk of contamination.</p>		
	<p>Used PPE to be disposed of should be double bagged and left secure before throwing away in the regular rubbish 72 hours later. Work collaboratively with other trust schools to purchase further PPE requirements. Share this document with staff so they know how to correctly put on and take off PPE equipment. Staff who are extremely clinically vulnerable or clinically vulnerable MUST NOT supervise a child with suspected symptoms.</p>		
	<p>Staff are reminded that wearing of gloves is not a suitable alternative for good, regular handwashing.</p>		