



Xavier Catholic Education Trust Recommended Controls for COVID-19 Risk Assessment

V5 17th September 2020 – Government’s guidance for full opening covering all elements of “System of Controls

The Governing Body/Trust Board must take ownership of the risk assessment and have an oversight of the principles behind its contents. School Leaders should share their risk assessment with the school workforce and should publish it on their website to provide transparency of approach to parents, carers and pupils.

Schools should review and update their wider premises, staff and pupil risk assessments considering the need for relevant revised controls in respect of their conventional risk profile taking into account the implications of COVID-19.

It should be used alongside the government guidance below:

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

<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>

<https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak>

<https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education>

<https://www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own/face-coverings-when-to-wear-one-and-how-to-make-your-own>

<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>

<https://www.hse.gov.uk/coronavirus/assets/docs/risk-assessment.pdf>

The following school policies (but not limited to) will also be reviewed and updated as required:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Infection Control Policy
- First Aid Policy
- School Emergency Plan

Identified Risk Management	Recommended Controls & Protective Measures	By whom?	Action Date
<p>Awareness to procedures and risk</p>	<ul style="list-style-type: none"> • Safeguarding and Health & Safety Policies have been reviewed and updated where needed in light of the COVID-19 advice. Updated policies have been shared with relevant staff. • Facilities, catering and lettings procedures have been reviewed with reference to specific guidance as published by gov.uk. • Staff to receive any necessary training that helps minimise the spread of infection. • The school keeps up-to-date with advice issued by Gov.uk • Staff to be made aware of the school’s infection control procedures in relation to coronavirus. (Xavier guidance available 15/05/2020) • Parents are kept aware of the procedures put in place to help keep the children safe in school. Parents are informed that they must not send their child to school if they have Coronavirus (COVID-19) symptoms, or have tested positive in the last 10 days or if another household member develops coronavirus symptoms. In both these circumstances both the parents/carers should call the school to inform the school of this and that they will be following the national <u>Stay at Home Guidance</u> • Pupils made aware of rules for staying safe in school and what to do if they feel unwell. Any changes to behaviour expectations should be communicated and published via revised school behaviour policy. • Staff and pupils are made aware of the process for removing face coverings when pupils and staff who use them arrive at school, and this is communicated clearly to parents and staff. • Any cases of illness, including COVID-19 are to be treated with confidentiality. 	<p>SLT</p> <p>Instructions to parents to go out</p>	<p>Initially before return to school and continuing once school has resumed .</p>
<p>Implementing social distancing</p>	<ul style="list-style-type: none"> • Class groups (bubbles) are organised as described in the ‘class or group sizes’ in DfE guidelines. • Classrooms and other learning environments are organised to maintain space between seats and desks where possible. • The timetable is revised to implement where possible: <ul style="list-style-type: none"> - Plan for lessons or activities which limit movement between areas; - Maximum number of lessons or classroom activities which could take place outdoors; 	<p>All staff present in school, guided by SLT.</p>	<p>On-going</p>

	<ul style="list-style-type: none"> - Break times (including lunch) are staggered if possible so that all children are not moving around the school at the same time; - Drop-off and collection times are staggered if possible; - Parents' drop-off and pick-up protocols are planned so that they minimise adult to adult contact; Small groups of children are together throughout the day and avoid mixing with larger groups of children. • Unnecessary items are removed from classrooms and other learning environments where there is space to store it elsewhere • Soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) are removed; • Cohorts are kept together where possible and children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days; • Children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day, and are seated at the same desk. In secondary settings, student groups may be moved between teaching spaces in line with curriculum needs. • Mixing between staff and groups of children in school is minimised by: <ul style="list-style-type: none"> - accessing rooms directly from outside where possible; - where possible, considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors; - where possible staggering lunch breaks and children and young people clean their hands beforehand and enter in the groups they are already in or children are brought their lunch in their classrooms; - The number of children using the toilet at any one time is limited; - The use of shared space such as halls is limited and there is cleaning between use by different groups; - The use of staff rooms and offices is staggered to limit occupancy, or where possible, other rooms in school are utilised as break rooms for staff. 		
Prevention	<ul style="list-style-type: none"> • The COVID-19: cleaning of non-healthcare settings guidance is followed; 		On-going

<p>Hygiene Practices</p>	<ul style="list-style-type: none"> • Where pupils require first aid, staff members must wear gloves and masks whilst administering treatment. All tissues and wipes used are to be disposed of in the appropriate receptacle, as per normal practise. • Sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitisers in classrooms and other learning environments; • The school will build hand washing routines into school culture supported by the behaviour expectations set out in the school Behaviour Policy. • Surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters are cleaned more regularly than normal; • All adults and children are told to: <ul style="list-style-type: none"> - frequently wash their hands with soap and water for 20 seconds and dry thoroughly; - clean their hands on arrival at school, before and after eating, and 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') • Help is available for children and young people who have trouble cleaning their hands independently; • Young children are encouraged to learn and practise these habits through games, songs and repetition; • Bins for tissues are emptied throughout the day; • The use of shared resources such as stationery and other equipment is limited and disinfected where not possible to avoid; • Classroom equipment is cleaned between uses and not used simultaneously by different groups; • The amount of shared resources that are taken and brought in from home is limited; • All spaces are well ventilated using natural ventilation (opening windows) or ventilation units where possible; • 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; • Posters are displayed throughout the school reminding pupils to wash their hands, e.g. before entering and leaving the school. • The school will ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. • Pupils wash their hands with soap for no less than 20 seconds, following the suggested hand-washing schedule detailed posters for display and spreading infection guidance 	<p>All staff present in school, guided by SLT.</p>	
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	<ul style="list-style-type: none"> • Additional alcohol-based sanitiser (that contains no less than 60 percent alcohol) is provided for use where social distancing cannot be adhered to. Supervision of hand sanitiser use will take place due to the risk around ingestion. Younger pupils and pupils with complex needs will continue to be helped to clean their hands properly. • Infection control procedures are adhered to as much as possible in accordance with the DfE and PHE's <u>guidance</u>. • Sufficient amounts of soap (or hand sanitiser where applicable), clean water, paper towels and waste disposal bins are supplied in all toilets and kitchen areas. • Bar soap is not used – liquid soap dispensers are installed and used instead. • Pupils are supervised by staff as appropriate when washing their hands to ensure it is done correctly, where necessary. • Pupils do not share cutlery, cups or food. • All utensils are thoroughly cleaned before and after use. • Cleaners are employed by the school to carry out daily, thorough cleaning that follows national guidance and is compliant with the COSHH Policy and the Health and Safety Policy. • The SBM arranges enhanced cleaning to be undertaken where required – advice about enhanced cleaning protocols is sought from the local health team. Schools short of cleaning product supplies, should contact their SBM initially and then Ceri Murray cmurray@salesian.surrey.sch.uk, if the problem prevails DfE-CovidEnquiries.COMMERCIAL@education.gov.uk 		
<p>Prevention Advanced Cleaning</p>	<ul style="list-style-type: none"> • Consider planning for toilets. Different groups do not need allocated toilet blocks, but toilets will be cleaned as frequently as possible, ideally twice a day. Schools must avoid different groups using the toilet at the same time where ever possible and limit the number of children using the toilet at the same time. Pupils will be encouraged to clean their hands thoroughly after using the toilet. • <u>The COVID-19: cleaning of non-healthcare settings guidance</u> is followed. Outdoor playground equipment should be cleaned more frequently. This includes resources used inside and outside by wrap around care providers as set out in the School Lettings Policy/Contract. 	<p>All staff present in school, guided by SLT.</p>	<p>School to set own procedures</p>
<p>Prevention Ill Health Minimise contact with individuals who</p>	<ul style="list-style-type: none"> • Staff to be informed of the symptoms of possible coronavirus infection, e.g. a cough, difficulty in breathing, high temperature and anosmia (loss of taste and smell), and are kept up-to-date with national guidance about the signs, symptoms and transmission of coronavirus. COVID-19: guidance for households with possible coronavirus infection 	<p>All staff present in school,</p>	<p>On-going</p>

<p>are unwell with COVID-19 symptoms</p>	<ul style="list-style-type: none"> • Staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 10 days, and anyone developing those symptoms during the school day is sent home. • If anyone in the school becomes unwell with recognised COVID-19 symptoms, they are sent home and advised to follow ‘stay at home’ guidance for households with possible or confirmed coronavirus COVID-19 infection’. They should arrange to have a test and inform the school the response as soon as available. Other members of their household (including siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms. • Any pupil who displays signs of being unwell is immediately referred to the designated member of staff. While waiting to be collected, children will be supervised in an empty room/medical room to ensure social distancing is maintained. A window should be opened for ventilation. • PPE will be worn by staff caring for the child 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). More information on PPE can be found in the safe working in education, childcare and children's social care settings, including the use of personal protective equipment PPE guidance. • Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to self-isolate unless they develop symptoms themselves (in which case they should arrange a test) or if the symptomatic person subsequently tests positive or they have requested to do so by NHS Test & Trace. • Pupils displaying symptoms of coronavirus should not come in to contact with other pupils and as few staff as possible, whilst still ensuring the pupil is safe. • The relevant member of staff calls for emergency assistance immediately if the pupil’s symptoms worsen. • The parents of an unwell pupil are informed as soon as possible of the situation by a relevant member of staff. • Areas used by unwell pupils who need to go home are thoroughly cleaned once vacated. The Infection Control Policy and COVID-19: cleaning of non-healthcare settings guidance to be followed to clean the area. • If unwell pupils are waiting to go home, they are instructed to use different toilets to the rest of the school to minimise the spread of infection. If this is not possible, toilets are to be cleaned and disinfected using the standard cleaning products immediately after use before being used by anyone else. 	<p>guided by SLT.</p> <p>Follow flow chart</p>	
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<p>Managing risk for vulnerable staff</p>	<ul style="list-style-type: none"> • Everyone will wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. See the COVID-19: cleaning of non-healthcare settings guidance. • In an emergency, call 999 if someone is seriously ill or injured or their life is at risk. First aid can be administered however, strict hygiene measures (hand washing etc.) should be carried out as soon as possible after. • Any medication given to ease the unwell individual’s symptoms, e.g. paracetamol, is administered in accordance with the school’s policy. • Members of staff displaying symptoms of COVID-19 will report to SLT and follow advice given. • If a member of staff or child subsequently receives a positive test result for COVID 19, they should inform the school office as soon as possible. • The school will liaise with MAT Leadership to coordinate response –i.e. phoning DFE Helpline on 0800 046 8687 who will provide initial guidance and escalate to public health authorities to work with the school on Test and Trace process. • If the staff member or student test negative and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating and return to school. In normal circumstances, no proof of negative test is needed. • In the event that school and parents disagree that a child may be suffering from COVID-19, school can refuse to allow a child to attend until a negative test has been provided in order to protect other pupils and staff from possible infection. This will be carefully considered in light of current public health advice. • Shielding for those most at risk has paused nationally. Any clinically vulnerable adults are to have completed the XCET vulnerable staff risk assessment, located on the website. Clinically vulnerable pupils to be discussed with SLT and a specific RA to be drafted. Parents to be encouraged to support and contribute to this process. • In the case of local restrictions being introduced, vulnerable staff and students will be subject to further risk assessment consideration 		
<p>Prevention Minimise contact</p>	<ul style="list-style-type: none"> • The number of contacts between pupils and staff is reduced. This is achieved through keeping groups separate (in ‘Bubbles’) and through maintaining distance between individuals. The balance between the Bubbles and social distancing is based on: <ul style="list-style-type: none"> • Pupils ability to distance; • The layout of the school site; • The feasibility of keeping distinct groups separate while offering a broad curriculum 	<p>SLT Site Managers & Premises staff</p>	<p>School to organise groups and ‘bubbles’</p>

More information on groups can be found in COVID-19: [Guidance for full opening](#)

- If staff or pupils cannot maintain distancing, particularly with younger pupils, the risk is reduced by keeping pupils in smaller class sized groups.
- Staff should only move between bubbles when absolutely necessary. Where staff need to move between classes and year groups, where possible they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.
- Adults to avoid close face to face contact and minimise time spent within 2 metres of anyone.
- Pupils old enough should be supported to maintain distance and not touch staff and their peers.
- Pupils are seated side by side and facing forwards, rather than face to face or side on.
- Large gatherings such as assemblies are avoided, staff meetings to be held in sufficiently large rooms and groups kept apart
- The timetable is revised to implement where possible:
 - Plan for lessons or activities which keep groups apart and movement around the school site to a minimum;
 - Maximise the number of lessons or classroom activities which could take place outdoors;
 - Staggered assembly groups;
 - Break times (including lunch) are staggered so that all pupils are not moving around the school at the same time;
 - Drop-off and collection times are staggered and communicated to parents;
 - Parents' drop-off and pick-up protocols are planned and communicated so that they minimise adult to adult contact;
- Depending on phase and curriculum need, pupils use the same classroom or defined area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day.
- Mixing within education or childcare setting is minimised by:
 - accessing rooms directly from outside where possible;
 - considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors;
 - staggering lunch breaks where possible and pupils clean their hands beforehand and enter in the groups they are already in or pupils are brought their lunch in their classrooms;
 - The number of pupils using the toilet at any one time is limited;

<p>Visitors</p>	<ul style="list-style-type: none"> • The use of shared space such as halls is limited and there is cleaning between use by different groups; • The use of staff rooms and offices is staggered to limit occupancy. Meetings should be held in line with social distance guidelines and all teachers to ensure they comply at all times. <ul style="list-style-type: none"> • No close contact (i.e. within 1m) • Less than 2m for more than 15 minute • Travelling in the same car 		
<p>Equipment</p>	<ul style="list-style-type: none"> • Visitors to the site, such as contractors, local authority employees and health employees to be fully briefed on the school's arrangements and follow site guidance on physical distancing and hygiene on or before arrival. Where visits can happen outside of school hours, they should. • A record will be kept of all visitors via the Visitor Declaration form in conjunction with the Visitor Risk Assessment. • Classroom based resources, such as books and games, are used and shared within the Bubble; these are cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or Bubbles, such as sports, art and science equipment are 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; • Pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery. Bags are allowed. • Pupils and teachers can take books and other shared resources home, although unnecessary sharing is avoided. Rules on hand cleaning, cleaning of the resources and rotation apply to these resources. • Staff and pupils have their own individual and very frequently used equipment, such as pencils and pens, these are not shared; • Physical Education classes should be kept in consistent groups and sports equipment thoroughly cleaned between uses by different groups. Contact sport to be avoided. Outdoor sports to be prioritised and large indoor spaces used where not to ensure maximising distance between pupils and high levels of cleaning and hygiene. <u>COVID-19: Guidance on phased return of sport and recreations.</u> 		
<p>Aerosol Transmission</p>	<ul style="list-style-type: none"> • Schools can resume non-overnight domestic educational visits subject to risk assessment procedures • Singing, wind and brass instrument playing can be undertaken in line with the Music, Dance and drama in schools section in the full opening guidance and other guidance, in particular guidance provided by the DCMS for professionals and non-professionals available at working safely during coronavirus (COVID-19): performing arts. When planning music provision for the academic year, 		

<p>Playing instruments Cleaning after use</p>	<p>consider additional specific safety measures. There is now evidence that additional risk can build from aerosol transmission with volume and with combined numbers of individuals within a confined space. Use a room with as much space as possible, rooms with high ceilings are expected to enable dilution of aerosol transmission. Always ensure good ventilation.</p> <ul style="list-style-type: none"> • Playing instruments and singing in groups should take place outside wherever possible. If indoors: <ul style="list-style-type: none"> • Consider limiting the numbers in relation to the space • Minimise contacts and mixing, your overarching objective should be to reduce the number of contacts between pupil/students and staff • Take particular care in music, dance and drama lessons to observe social distancing where possible • Limit group activity by keeping to smaller groups and separate in bubbles still maintaining the social distancing between individuals. • <u>handling equipment</u> • These are not alternative options. • Prevent physical connection by teachers and contact between pupils in dance and drama • Keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. <ul style="list-style-type: none"> • Use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. Do not share microphones if possible. If you do share, follow the guidance on <u>handling equipment</u> to include Increase hand washing before and after handling equipment • Place name labels on equipment to help identify designated users for example, percussionists' own sticks and mallets. • Instruments should be cleaned by the pupils using them wherever possible. • Shared instruments should be disinfected regularly including any packing cases, handles, props, chairs, microphones and music stands. • Limit the handling of music scores, parts and scripts to the individual using them. • Hired equipment should be cleaned upon arrival and stored in a clean location • Organise pick up and drop off collection points to avoid hand-to-hand passing of equipment 		
<p>Individual lessons</p>	<p>Social distancing should be maintained wherever possible, meaning teachers should not provide physical connection. Specific safety measures for individual music lessons should include:</p> <ul style="list-style-type: none"> • Specific social distancing between pupils and teacher (current guidance is that if the activity is face-to-face and without mitigation, 2 meters is appropriate) accounting for ventilation of the space being used. 		

	<p>arrival, dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they take home with them, and then wash their hands again before heading to their classroom.</p> <p>Guidance on <u>safe working in education, childcare and children’s social care</u> provides more advice.</p> <ul style="list-style-type: none"> • ‘Catch it, bin it, kill it’ approach continues to be very important, suitable number of tissues and bins available in the school to support pupils and staff to follow this routine. • Younger pupils and those with complex needs are helped to follow this routine. • Pupils are instructed to cough or sneeze into their elbow and use a tissue to cover their mouths where possible, disposing of the tissue in waste disposal units. • Pupils clean their hands after they have coughed or sneezed. • Parents are made aware not to bring their children to school or onto the school premises if they show signs of being unwell or believe they have been exposed to coronavirus. • Social distancing must be maintained when entering or exiting the school site. Parents must be instructed to maintain social distance while waiting to drop off or collect children from school. • Risk assessments to identify pupils with complex needs who struggle to maintain good respiratory hygiene, for example those who spit uncontrollably or use saliva as a sensory stimulant. 		
<p>Management of infectious diseases Managing confirmed COVID-19 cases</p> <p>NHS Test and Trace processes</p>	<ul style="list-style-type: none"> • Surrey Flowchart school response to suspected or confirmed COVID-19 cases to be followed for suspected or confirmed cases. See https://www.surreycc.gov.uk/people-and-community/emergency-planning-and-community-safety/coronavirus/school-leaders/recovery for latest version • Confirmed cases to be escalated to the MAT Leadership team who will then deploy the Trust’s COVID reponse plan via the DfE helpline 0800 0468687. • A template letter will be provided by local health protection to send to parents and staff if needed. • The health protection team will provide guidance to support a rapid risk assessment to confirm who has been in close contact with the person during the period they were infectious and ensure they are asked to self-isolate. • Based on the advice from the health protection team, 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. Close contact means: 	<p>All staff on site.</p>	<p>On-going</p> <p>See flowchart attached</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 face conversation, or unprotected physical contact (skin-to-skin) ○ 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 ● Records of pupils and staff in each group and any close contact that takes place between pupils and staff in different groups to be kept. This does not need to include every interaction a member of staff or pupil has. ● Remote education plan in place by the end of September 2020 for individual pupils or groups of pupils who are clinically unable to attend school. 		
Response to Infection	<ul style="list-style-type: none"> ● If two or more cases are confirmed within 14 days or an overall rise in sickness absence where COVID-19 is suspected there may be an outbreak and the local health protection will advise on any additional action required. ● Follow local health protection advice, this may include a larger number of other pupils self-isolating at home as a precaution. ● In consultations 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 tested positive. ● Remote education plan in place by the end of September 2020 for individual pupils or groups of pupils self-isolating. 		See flowchart
Parental engagement	<ul style="list-style-type: none"> ● Parents are told that if their child needs to be accompanied to the education or childcare setting then only one parent can attend; ● Parents are told 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) ● Parents are told 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) ● Parents should be encouraged to send pupils to school and should be made aware that unless a child has had clinical advice to remain isolated due to rising local rates (local lockdown) or suspected COVID19, normal attendance is expected. 	SLT, Admin	June 1 st and then on-going

<p>Communication</p>	<ul style="list-style-type: none"> • Children, young people, parents, carers or any visitors to the school site are told not to enter the school if they are displaying any symptoms of coronavirus (following the <u>COVID-19: guidance for households with possible coronavirus infection</u>) • The designated member of staff reports immediately to the Headteacher about any cases of suspected coronavirus, even if they are unsure; • The Headteacher contacts MAT Leadership immediately about any confirmed cases of coronavirus, and discusses if any further action needs to be taken. • Schools keep pupils and parents adequately updated about any changes to infection control procedures as necessary • A daily log of children and staff isolating should be reviewed daily 	<p>SBM, HT, SLT, Premises</p>	<p>On-going</p>
<p>Ongoing risk of school closure</p>	<ul style="list-style-type: none"> • School closure protocols are in place to cope with further potential closures – either due to infection risk, local or national lockdown. • The school communicates with parents via letter/email regarding any updates to school procedures which are affected by the coronavirus pandemic; • Pupils working from home are assigned work to complete to a timeframe set by their teacher; • The Headteacher maintains their plan for pupils’ continued education during potential school closure to ensure there is minimal disruption to pupils’ learning – this includes their plan to monitor pupils’ learning while not in school; • The Behavioural Policy and Staff Code of Conduct are adhered to at all times, even while working remotely; • The Headteacher ensures all pupils have access to schoolwork and the necessary reading materials at home; • The Headteacher works with the ICT Lead to ensure that all technology used is accessible to all pupils – alternative arrangements are put in place where required; 	<p>SLT, Admin, Teaching staff.</p>	<p>On-going</p>
<p>Emergencies</p>	<ul style="list-style-type: none"> • All pupils’ emergency contact details are up-to-date, including alternative emergency contact details, where required. • Pupils’ parents are contacted as soon as practicable in the event of an emergency. • Pupils’ alternative contacts are called where their primary emergency contact cannot be contacted. 	<p>Admin</p>	<p>On-going</p>

Measures for arriving at and leaving school	<ul style="list-style-type: none"> • Consider staggered starts and finish times without reducing the amount of overall teaching time. • Consider condensing/staggering free periods or break time • Communicate the changes (if any) to parents 	SLT	
Managing school transport	<ul style="list-style-type: none"> • Parents, children and young people are encouraged to walk or cycle to their education setting where possible; • Parents and pupils are discouraged from using public transport, where possible particularly during peak times. • Transport arrangements are organised to cater for any changes to start and finish times • Transport providers are advised that they do not work if they or a member of their household are displaying any symptoms of coronavirus (if applicable) • Transport providers, as far as possible, are advised of the need to follow hygiene rules and try to keep distance from their passengers (if applicable) 	Admin	On-going
Aerosol Generating Procedures	<p>Staff performing AGP's in these settings should follow PHE's <u>personal protective equipment (PPE) guidance on aerosol generating procedures</u> and wear the correct PPE, WHICH IS:</p> <ul style="list-style-type: none"> • A FFP2/3 respirator • Gloves • A long-sleeved fluid repellent gown • Eye protection <p>Children and young people should be taken from the classroom or shared area for any AGP to be carried out in a designated room with the doors closed and any windows open. If this is not possible, for example in children and young people who require sporadic care, such as urgent tracheostomy tube suction, individual risk assessments should be carried out. In all instances, efforts should be made to:</p> <ul style="list-style-type: none"> • Ensure only staff who are needed to undertake the procedure are present and that no other children or young people are in the room • Minimise clutter to make the process of cleaning the room as straightforward as possible 		

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| | <ul style="list-style-type: none">• Clean all surfaces and ventilate the room following a procedure and before anyone not wearing PPE enters. Clearance of infectious particles after an AGP is dependent on the ventilation, this may take an hour. | | |
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For more information here are the links to the relevant government guidelines.

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

<https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/opening-schools-for-more-children-and-young-people-initial-planning-framework-for-schools-in-england>