

Merton Council Covid-19 – Risk Assessment Tool for the September Opening of Schools

Introduction

Government guidance stipulated that, to prepare for wider opening from 1 June 2020, every setting must carry out a risk assessment before opening. Following the government guidance that schools should open to all pupils from September 2020 it was outlined that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed) to consider the additional risks and control measures to enable a return to full capacity in the autumn term and in line with the government's 'Guidance for full opening: schools' published on 2 July 2020. The government guidance clarifies that this is to inform school decisions and control measures - a risk assessment is not about creating huge amounts of paperwork, but rather about identifying sensible measures to control the risks in the workplace, and the role of others in supporting that. The risk assessment will help school leaders and employers decide whether they have done everything they need to.

Schools should also review and update their wider risk assessments and consider the need for relevant revised controls in respect of their conventional risk profile considering the implications of coronavirus (COVID-19)

The original Merton Council Risk Assessment Tool was designed to meet this requirement, referencing the specific government guidance; it has now been updated to reflect the government requirements and updated guidance up to 8 July 2020.

Due to the need to provide this quickly to schools we cannot guarantee that it is exhaustive and is not a substitute for reading the latest government guidance and in particular 'Guidance for full opening: schools' Published 2 July 2020, but also some previously published guidance that provides some more details:

Guidance for full opening: schools Published 2 July 2020

https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak?utm_source=572d62e4-ce85-4056-8338-e87b1cbaf0c5&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

Actions for educational and childcare settings to prepare for wider opening from 1 June 2020 Updated 16 June 2020

<https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>

Coronavirus (COVID-19): Implementing protective measures in education and childcare settings Updated 1 June 2020

<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>

Opening schools for more children and young people: initial planning framework for schools in England Updated 16 June 2020

<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>

Actions for schools during the coronavirus outbreak Updated 3 June 2020

<https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing>

Preventing and controlling infection, including the use of PPE, in education, childcare and children's social care settings during the coronavirus outbreak Updated 16 June 2020

https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care?utm_source=44bd7d85-a51f-49e1-9c45-34955547f19d&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediatehttps://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care?utm_source=44bd7d85-a51f-49e1-9c45-34955547f19d&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

Planning guide for primary schools Updated 15 June 2020

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools>

Guidance for secondary school provision from 15 June 2020 Updated 15 June 2020

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-secondary-schools>

The 'Implementing protective measures' document clarifies that there are important actions that children and young people, their parents and those who work with them can take during the coronavirus outbreak, to help prevent the spread of the virus, dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced. These include:

1. MINIMISE CONTACT WITH UNWELL INDIVIDUALS - minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges
2. CLEANING HANDS - cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered
3. RESPIRATORY HYGIENE - ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
4. CLEANING REGIME - cleaning frequently touched surfaces often using standard products, such as detergents and bleach
5. ALTERING THE ENVIRONMENT AND ORGANISATION TO MINIMISE CONTACT - minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times). The 'Guidance for full opening' places more emphasis on organisation of the school to minimise contact between bubbles.

This risk assessment tool therefore retains these measures, and then “other” measures such as staff and pupil wellbeing, and staff levels to provide a safe environment, but also updates to reflect the 2 July 2020 ‘Guidance for Full Opening’ . This summarises the important requirements within the context of providing for the resumption of the full range of curriculum subjects and vulnerable children including those with special educational needs:

Essential 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 the 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”

Please note with regards to the ‘hazards and issues’ many of these are taken directly from government guidance, but **all must be considered in the context of individual schools.**

It should be noted that the tool does not provide for the standard ‘Likelihood x Severity’ risk assessment process. The expectation is that the addressing government prescribed control measures will control the risk, but where this cannot be met there would be the need for a further more formal risk assessment.

Updated January 2021 to reflect increasing infection rates and a 3rd National Lockdown.

Risk Assessment Tool

No	Theme (‘Hierarchy of Controls’)	Hazards and issues as per government guidance	Control measures – in existence or to be actioned
1	<p>Unwell/ suspected unwell individuals, taking swift action to contact the local health protection team, and use of NHS Test and Trace</p>	<p>Minimise contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, or have tested positive in the last 7 days, do not attend school, and ensuring anyone developing those symptoms during the school day is sent home.</p> <ul style="list-style-type: none"> • Plan the school level response should someone fall ill on site (following ‘Implementing Protective Measures’ additional questions guidance). • All pupils who show symptoms to be isolated as soon as they appear in a specific space. • All staff who show symptoms to be supported to return home as soon as possible. • All symptomatic staff and pupils to be guided towards testing opportunities. • Set aside space for symptomatic people to isolate before they go home. • Staff supporting any symptomatic child should wear PPE. <p>Swift action to report and work with local health protection team and NHS Test and Trace</p> <p>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19), as per the Local Authority’s flow chart.</p> <p>Schools must ensure they understand the flowchart and the NHS Test and Trace process. Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> • book a test if they are displaying symptoms. • provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace • self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19) 	<ul style="list-style-type: none"> • Covid Medical room in French room (larger space, well ventilated, accessed through external routes and collection from main carpark gate) – only to be used for symptomatic children/staff not for other accidents • PPE for designated staff working in the medical room • Single use PPE disposed of immediately into bags – tied and deposited in general waste bins • Mobile phones to be used to contact designated staff • All communication to parents and staff about the key indicators to be aware of and the decision to isolate being made immediately • Signage on external gates • All communication to parents outlining the essential need to be available for immediate collection • If parent unavailable call next key contact • Staff to be sent home immediately – additional adults to be available to step in where necessary • Staff member who uses public transport or walks/cycles to school to be provided with a black taxi to be taken home • Ensure staff team have up to date SLT/LT telephone numbers • LC to be informed of all sickness absence linked to Covid • First day absence calls and follow up calls around reasons for absence • All classes to have tables and chairs facing the front. Teachers are aware of seating plans to ensure the ability to track close contacts • Lunch seating plan • Use Local Authority flow charts for reporting cases • Rapid use of text messages to inform class re: positive test result • Store of tests to be kept in LC’s office – make the decision who we will be giving these to • Support families with EAL to book test for symptomatic child • Covid medical room protocol

<p>2</p>	<p>Cleaning Hands</p>	<p>Regime for pupils and staff to clean hands more often than usual – wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hand are covered</p> <p><i>(Latest government guidance: “It is essential that everyone washes their hands more often, using soap and water for at least 20 seconds. Hand washing with soap employs mechanical action that loosens bacteria and viruses from the skin, rinsing them into the drain. Drying hands afterwards makes the skin less hospitable to the virus. Hand sanitiser can be effective if soap is not available or the situation makes using soap less feasible (i.e. when outside) but using hand sanitiser provides none of the virus-destroying friction that rubbing your hands together and rinsing with water provides”)</i></p> <ul style="list-style-type: none"> • Secure proportionate supplies of soap and hand sanitisers. • Prioritise hand washing over use of sanitisers. • Pupils to wash hands on arrival; end of lessons and playtimes; before and after eating, after using shared equipment such as bikes etc. • Pupils to remove masks on arrival and put in own bags. • Sanitisers at key points around the school where there is not a sink nearby. • Reminders to children in assemblies, through games and songs, and other fora about how to wash hands thoroughly and to not touch mouth, eyes and nose. Consider use of e-bug and PHE schools resources. So that this becomes ‘part of the school culture’. • Plan how to help children and young people who have trouble cleaning their hands independently. • Encourage parents to consider washing pupils clothes where possible at the end of a school day – uniform that can’t be regularly washed should be avoided • Teachers should wash their hands before and after handling children’s books • Teachers must explicitly teach children about health and hygiene 	<ul style="list-style-type: none"> • Soap, hand sanitizer and paper towels in all classrooms and stocked up throughout the day • All children to wash their hands individually as soon as they arrive, timetabled sessions at each transition point • Use a timer for each child • Returns after any closures/isolation period will include a re-focus on hygiene routines • Visual guides by all sinks • Hand washing to be timetabled (transition points) • Stationery packs to be allocated to each child – to be kept in trays overnight • exercise books safe to take home/mark (consider whether/what is necessary to take off site – consider how you can utilise self and peer marking) • Children to be educated in classroom only Specialist teachers to move to the classrooms rather than the children moving around. Wash hands when enter new room • No assemblies in communal places – organised as video links (Zoom) • ‘Enhanced’ cleaning • Adult in class to ask any children with masks to safely put in secured bag for the duration of the session • Purchase of sanitizer stations to manage the large volume of children when re-entering the building from outside • Children in uniform (change into P.E kits in school) • Parents informed that the uniform policy is relaxed and additional layers are needed.
<p>3</p>	<p>Respiratory Hygiene and PPE</p>	<p>Make arrangements for the very small number of cases where personal protective equipment (PPE) supplies will be needed:</p> <ul style="list-style-type: none"> • if your staff provide intimate care for any children or young people; and • for cases where a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care (where a distance of 2 metres cannot be maintained) until they can return home. <p>Ordinary and <u>routine</u> PPE for nappy changing etc</p>	<ul style="list-style-type: none"> • Supply of PPE in Reception and Nursery toilets • Supply of spare underwear – children to change themselves • Communicate to parents that all children in nursery and reception to send a full set of underwear and clothes into school in their bag • Nursery teacher to contact parents of children with regular ‘accidents’ in school to discuss current situation • Inclusion Manager to discuss toileting needs with any EHCP children

		<p>For pupils who routinely spit, PPE only necessary used at other times.</p> <p>Dispose of PPE in a double bag</p>	<ul style="list-style-type: none"> • Risk assessment for any children who have intimate care needs or who spit • Face shields provided for all staff • Face masks worn in all communal areas and optional in classrooms/working 1:1 or in small groups • Parents requested to wear masks when dropping off/collecting children
		<p>Ensure good respiratory hygiene – promote the ‘catch it, bin it, kill it’ approach</p> <ul style="list-style-type: none"> • Reminders to pupils in assemblies about use of tissues, or use of elbow, to cough or sneeze. • Lidded bins • Tissues in all classrooms and spaces where staff work. • Regular emptying and securing of bin waste (double bagging, at least daily, waste to be kept separate for 72 hours). • Windows to be open in classrooms during daytime. • Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation. • Carry out risk assessments for some children with complex needs (eg those who spit or use saliva as a sensory stimulant) and those who work with them, but this should not be a reason to deny face to face education. 	<ul style="list-style-type: none"> • 30 lidded bins purchased. To be emptied when full but at least daily to the general waste bins outside – labelled with ‘Cath it, bin it, kill it’ • General waste bin to be made accessible outside of the bin store daily • Classroom posters to promote • Site team morning risk assessment of building to include opening internal communal area doors and windows in communal spaces • Teachers open doors and windows in their classrooms • Further supplies of tissues ordered – tissues in all classrooms and communal spaces
<p>4</p>	<p>Cleaning the Environment</p>	<p>Decide what an enhanced cleaning schedule looks like and how it will be implemented in your school (for example, how often, when/if an additional clean is necessary) and how you will ensure sufficiency of supplies. This should include a thorough clean at the end of each day. Follow the COVID-19: cleaning of non-healthcare settings guidance.</p> <ul style="list-style-type: none"> • Revise cleaning protocols for cleaning contractors and premises staff that ensures cleaning is generally enhanced, including considering how equipment will be cleaned (eg desks / chairs / keyboards / photocopiers / musical instruments / kitchens / specialist equipment). • Identify common touch areas in the school (eg desks, chairs, doors, sinks, toilets, light switches, bannisters etc). • Clean frequently touched surfaces more often than normal, using standard products. • Consider use of anti-bacterial wipes for staff to use themselves at key points. • During the day (when contracted cleaners are not on site) arrange for cleaning of frequently touched objects as appropriate and according to timetable children are in school. • Establish routine for cleaning of resources shared between more than one group, and for more regular cleaning of outside resources. 	<ul style="list-style-type: none"> • Deep clean of all classrooms • Daily cleaning • Toilets cleaned throughout the day – focus on door handle, flushes and taps • Children to be provided with own pack of resources which are not shared • Removed all soft furnishings • Cleaning wipes and spray in each classrooms • Nursery resources split into 2 sets for am/pm session. Quarantine box for books. • Nursery play equipment timetabled and split across the 2 sessions. No soft toys for the children. Puppets still in use but by the adults only. Washed in Nursery washing machine. • Additional cleaning in Nursery daily between 2 sessions • Play equipment purchased – each year group has an allocated box of resources which is kept within the year group • Hygiene cleaning checklist in all toilets – staff to sign and time when complete • Book kept within year groups – library not accessible • Checklist in classrooms • Continue to have cleaning products at communal resources – photocopiers/staff computers • Cleaning protocol for staff spaces

			<ul style="list-style-type: none"> • MMS to have 15 minutes cleaning time scheduled between lunch sittings – equipped with aprons
		<p>Decide on policy related to usually shared items (for example, books, toys, practical equipment).</p> <ul style="list-style-type: none"> • Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere • Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts, and malleable toys like play dough). • Keep all surfaces clear for ease of wiping down. • Reduce the amount of toys in one box. • Daily rota for cleaning toys, especially those that have the potential to be mouthed e.g. plastic home corner cups, forks, pretend fruit and vegetables etc. • Wash resources in Milton sterilising fluid. (Used generally to sterilise baby's feeding accessories, rattles etc. in only 15 minutes- there is no need to rinse toys/sides afterwards as it is completely safe for children). • If using outdoor equipment, organize cleaning between groups, otherwise consider not using.. 	<ul style="list-style-type: none"> • Shared resources to remain in year group– if needed in other year groups (e.g. musical instruments – leave for 48 or 72 hours or clean down before sharing – staff to wear gloves • Some furniture (drawer units) to be put back in classrooms but no soft furnishings • Early years to have a protocol about use of resources/cleaning • ASC to allocate resources to each group and cleaned at the end of the session before rotating to next group

<p>5</p>	<p>Altering the environment and organization to minimise contact</p>	<p>Overall organisation of the school:</p> <p>Decide the physical and organisational structures needed to limit risks and keep groupings ('bubbles') while recognizing the need for the resumption of the full range of curriculum subjects and government expectations for teaching and learning. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups.</p> <ul style="list-style-type: none"> • Maintain records of who is in what bubble/group (to support Track and Trace) • In secondary schools, especially KS4 and 5, the groups are likely to need to be the size of a year group. If this can be achieved with small groups, they are recommended. • At primary school, and in the younger years at secondary (key stage 3), schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in group become ill with coronavirus (COVID-19) • Consider how you may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport, Endeavour to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits. • Ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups) • Avoid large gatherings such as assemblies or collective worship with more than one group. • Consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups) . Use outside space for breaks. • Plan for appropriate lessons or classroom activities to take place outdoors. • Look at fire drill in light of new organisation and practice, 	<ul style="list-style-type: none"> • Children to stay in class groups for all lessons– if occasions where a space is used by more than one group – at least 2M distance will be kept, children to be seated facing away from each other and in well ventilated or outdoor spaces • Classrooms set up to have: exclusion zone around class teacher and support staff desks (using French room desks for support staff) – children to sit in rows, shoulder to shoulder with seating plan known by CTs • Class teachers to consider where children with the most need for support, challenging behaviour or medical needs sit – easy access to support and to be able to leave the classroom • New timetables created to ensure specialist teachers and cover teachers are not crossing year groups during a day • Specialist lessons to happen in classrooms – minimizing movement of children from their classrooms • Lunchtime seating plan – table service for children and protocols around transition to the hall and waste disposal • Staggered breaks/lunches and use of MUGA as well as two halves of playground to keep groups remote from each other • ASC provision fixed session, fixed group for ½ term, set up in classrooms using as close to year group provision as possible • 2 x assembly per week – take place in classrooms using Zoom • When weather is good – singing outside • All sport to take place outside • Fire risk assessment completed and rehearsed– particularly for years 1, 3 & 4 (half-termly fire drills) • Remind staff of fire protocols • Staff desks positioned with expectation that teacher teaches sitting down as much as possible – can circulate if they wish • Stagger fresh air, breather times – supervised by support staff • Allocated entry and exit points • Encourage staff and children to use outside routes to travel from point to point • Use external doors to directly access classrooms where possible • Classes allocated different staircases to access classrooms • children permitted to cycle but by prior agreement • No adults other than staff to be allowed to enter the site (unless by prior agreement)
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<p>Measures within the classroom</p>	<ul style="list-style-type: none"> • Put in place measures so that adults are where possible able to maintain 2 metre distance from each other, and from children when circumstances allow, especially if they are moving between groups. • Avoid close face to face contact and minimise time spent within 1 metre of anyone (educational and care support should be provided as normal for pupils who have complex needs or who need close contact care) • Support older children to keep distance between each other, where possible; not necessarily possible for younger pupils, or where space does not allow. • Seat pupils side by side and facing forwards, rather than face to face or side on • Move unnecessary furniture out of classrooms to make more space • Plan for resources (eg pencils, pens) to not be shared. • Pupils only bring in what is necessary (though books can be taken home) 	<ul style="list-style-type: none"> • Teacher and support staff at opposite points in the room • Support children to be independent • Pegs to be used but consider how frequently they need to be accessed • Lunch box sheds to be used • Union advised minimum temperature 16 degrees adhered to - if internal temperature drops below risk assess and close the school
<p>Specialist subjects</p>	<p>PE: Important to continue including work with external coaches, clubs and organisations for curricular and extra-curricular activities where school is satisfied that this is safe to do so.</p> <ul style="list-style-type: none"> • Avoid contact sports • Outdoor PE where possible (or large indoor spaces) • follow guidance from Association for Physical Education () DT and <p>science: Follow CLEAPSS guidance</p> <p>Music</p> <ul style="list-style-type: none"> • Reduce risk by physical distancing and playing outside wherever possible • Limit group sizes positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. • No singing, or wind and brass playing in larger groups such as school choirs and ensembles, or school assemblies. 	<ul style="list-style-type: none"> • AMSA has risk assessments in place • Not crossing a year group on a day • Portal of 25 activities which children can complete independently and do not include contact sports • No hall spaces available so all sessions will take place outside • No peripatetic music lessons • Agreed approach with KP – instruments allocated to a year group otherwise use tables for percussion, laminated keyboards and design curriculum to focus on song writing, history of music • In classrooms rather than music room • No concerts scheduled for the academic year

Staff communal areas	<ul style="list-style-type: none"> • Minimise use of staff rooms while recognizing staff need a break • Rearrange staff room to facilitate social distancing. • Agree use of staff room, minimizing time staff congregate in there. • Agree protocols for use of staff toilets (again to minimize contact). 	<ul style="list-style-type: none"> • Staffroom open to allow access to fridges and microwaves • Cleaning protocol and expectations of use • Maximum number of occupants displayed on doors • Studio Hall set up as additional staff space with tea/coffee making facilities in the corner • Continued expectation of 1 adult in staff toilets at a time • Wipes available to wipe down touch points before/after use • Staff to be made aware of waiting to access any communicate toilets until they are vacated • Additional furniture removed from corridors to allow wider passing spaces
Reception area	<ul style="list-style-type: none"> • Consider screen or physical spacing (e.g. an extra table) to protect visitors and staff in the reception area. 	<ul style="list-style-type: none"> • No visitors unless scheduled appointments • Sign in system to return to book – on window ledge facing away from admin team • Physical barrier created by the high counter
Dining room	<p>Kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, Shared areas such as dining halls can be shared as long as different groups keep their social distance between the groups and adequate cleaning between groups is in place.</p> <ul style="list-style-type: none"> ☒ Stagger lunchtimes to cater for different groups and sitancing. ☒ Work with contractor to ensure meals are able to be prepared and served safely. ☒ Consider screens or a physical barrier to ensure distance at servery. ☒ Place 2m markers on floor to support queuing at lunchtime. ☒ Clean tables between sittings ☒ Consider lunch in classrooms if not possible to use dining hall, while considering the requirement for a hot nutritional meal 	<ul style="list-style-type: none"> • Reduced menu – all food to be able to be eaten without needing to be cut up • Tables fixed with seating plan • 2 groups in hall – 1 to enter through the playground and 1 to enter via the hall door • Children to be seated in a seating plan • Year 3 to eat in classrooms • 2 groups socially distanced • 20 minute sitting • 2 waste disposal tables • Allocated staff daily to same group • 15 minute cleaning session between each sitting • No queuing – table service • No water on tables
Safety messaging	<ul style="list-style-type: none"> • Agree how safety measures and messages will be displayed around school – in every classroom, toilets, at main entrance and staff room. 	<ul style="list-style-type: none"> • Signage on external gates • Signage on communal doors and in toilets • Update with protocols
Transport to school	<ul style="list-style-type: none"> • Schools should work with partners to consider staggered start times where possible to enable more journeys to take place outside of peak hours. • Schools should encourage parents, staff and pupils to walk or cycle to school if at all possible (e.g. use of 'walking buses') 	<ul style="list-style-type: none"> • New JTAs to write a Covid travel newsletter • Continue to provide masks for staff who use public transport • Add additional parking spaces for staff
Beginnings and ends of days	<ul style="list-style-type: none"> • Stagger start times for groups of pupils. 	<ul style="list-style-type: none"> • Allocated access points for each year group – some gates 2 groups • Encourage year 5 and 6 children to come to school alone

	<ul style="list-style-type: none"> ☒ Identify exit/entry points for children, minimizing contact with other children and families; if possible these points should be through an outside door directly to classrooms. ☒ Consider markings at entry points to support social distancing on arrival. ☒ Tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend. ☒ Tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use). ☒ Make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely). ☒ Communicate with parents and young people so they are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Guidance will shortly be published on safe travel. ☒ Establish process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them 	<ul style="list-style-type: none"> • Only 1 adult to accompany children • Communicate to parents that messages will not be taken at the gate but should be emailed or communicated via phone • No parents to access the site – children to be dropped at gate and parent to then leave • Soft start – children not to be lined up – gate and door opened at the same time children to go straight to class • Late drop off/collection – parent not allowed on site – child must be met at the gate and taken to classroom – child to always carry their own belongings • Staggered dismissal at 5 minute increments at all gates
Contractors and other visitors	<ul style="list-style-type: none"> • Clear guidance required for visitors regarding school's processes for social distancing and hygiene • Minimise visitors coming into school where possible but therapists, supply staff and other temporary workers can move between schools though longer assignments may be considered; ITT trainees encouraged. • Organise visits out of school hours where possible. • Keep a record of visitors • Plan arrangements with your suppliers and check they are following appropriate social distancing and hygiene measures (for example, food suppliers, grounds maintenance, transport providers), including when in school. • Agree approach to any scheduled or ongoing building works, and how to organise social distancing measures. 	<ul style="list-style-type: none"> • Contractors expected to follow site protocols • Staff to be discouraged from getting deliveries to school • Cleaning and catering contractors have been communicated with and expectations shared • Sport contractor is expected to follow guidelines within school • Food deliveries are contactless and before the site is open to staff and children • Remedial works to be scheduled outside of main school operating hours where possible • Visitors book maintained
Corridors etc	<ul style="list-style-type: none"> • Consider 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. 	<ul style="list-style-type: none"> • Encourage movement around the site outside where possible • All unnecessary furniture removed from corridors • Internal fob system switched off • All internal door propped open • 1 way system operating on stairs Not necessary for corridors as restricted need for movement
Toilets	<p>Different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet</p>	<ul style="list-style-type: none"> • 1 in 1 out • Fewer cubicles available to ensure cleaning regime is manageable • Hand dryers off • Support staff to accompany initially to encourage social distancing

		<ul style="list-style-type: none"> • Agree rules for pupils on use of toilets, limiting access at any given time. 	<ul style="list-style-type: none"> • Time to be allocated to train children from Y2 up in independent use • Teacher to build in time to use the toilets • Children to wash/sanitize hands before going to the toilet • Clean touch points twice a day • PPE available in Reception and Nursery toilets • Children to be supported to change independently if they have an accident
	Breakfast and after school club	<ul style="list-style-type: none"> • Agree when breakfast clubs and after-school clubs can start to operate. • Plan for pupils to stay in bubbles/groups they are normally in, otherwise keep groups small and consistent. 	<ul style="list-style-type: none"> • No extra curricular clubs until at least half term • ASC – fixed session time, collection at the gate, fixed children for half term • Small groups based in classrooms • Rotating resources • Breakfast club – proposal and risk assessment complete
	School visits	Plan for non-overnight domestic educational visits, subject to a risk assessment and consider protective measures (no overnight visits).	<ul style="list-style-type: none"> • No trips planned for the academic year • All residential trips cancelled – possibility that year 6 residential to be rescheduled if all restrictions are lifted
6	Staff workload and wellbeing (teachers, support staff and non-teaching staff)	<p>Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, the government expect that most staff will attend school. Advice for those who are extremely clinically vulnerable, clinically-vulnerable, including pregnant women, is available.</p> <ul style="list-style-type: none"> • Establish through staff audit any individuals where medical advice would indicate they are still not able to return • Consider enabling previously shielded staff to work remotely where possible (administration roles) or in roles in school where it is possible to maintain social distancing. • Identify staff who, because of particular characteristics which may make them at comparatively increased risk from coronavirus, might need individual risk assessments to support return. 	<ul style="list-style-type: none"> • List of staff who are currently shielding – ask staff to update status based on new guidance consider specific risk assessments and reasonable adjustments
		<ul style="list-style-type: none"> • Agree any flexible working arrangements needed to support any changes to your usual patterns (for example, staggered start/end times). 	<ul style="list-style-type: none"> • Staff will be able to return to usual working pattern – timetables created to accommodate this
		<ul style="list-style-type: none"> • Agree staff workload expectations (including for leaders) in line with government guidance issues on 2 July 2020. 	<ul style="list-style-type: none"> • Two weekly timetable – 1 whole day of PPA per fortnight reducing whole year group teaching team simultaneously – may be taken off site • January INSET days to focus on behaviour training • All release factored in to timetables • All teaching staff to have 1 hour lunch break • Reduced after school commitments – parent meetings hosted remotely

		<ul style="list-style-type: none"> Decide what staff training (either delivered remotely or in school) is needed to implement any changes the school plans to make (for example, risk management, curriculum, behaviour, safeguarding). Put in place measures to check on staff wellbeing (including for leaders). Communicate and discuss plans with staff. 	<ul style="list-style-type: none"> September INSETs to address Fortnightly PPA as a teaching team Weekly SLT meeting – standing agenda item New Phase team structure to feed in LT meeting and NEU union rep Time allocated on INSET days Risk assessment to be circulated Protocols to be shared
7.	Pupil wellbeing and safeguarding	<ul style="list-style-type: none"> Consider updating behaviour policies to reflect the new rules and routines necessary to reduce risk in your setting and agree how to communicate this to school staff, students and parents and review uniform expectations. Communicate clearly with pupils and parents. 	<ul style="list-style-type: none"> New behaviour policy addendum to be produced Lunches scheduled with non- adjacent year groups with behaviour management in mind
		<ul style="list-style-type: none"> Plan likely mental health, pastoral or wider wellbeing support for children returning to school (for example, bereavement support) referring to LA guidance as needed. 	<ul style="list-style-type: none"> New RHE curriculum ready for implementation with focus on mental health Build in work support staff have been completing on mental health and bereavement as part of their remote learning – develop opportunities to share Weekly assembly with a focus on school community coming together – albeit remotely
		<ul style="list-style-type: none"> Consider revising child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils Plan for possible additional time required by DSLs for their role in September. 	<ul style="list-style-type: none"> Merton producing model policy inc. addendum DSL team all non-class based Whole school safeguarding training September INSET
		<ul style="list-style-type: none"> Work with local authority to secure services for additional support and early help where possible (for example, around anxiety, mental health, behaviour, social care, or changes to mobility), and consider how these might apply to pupils and students who were not previously affected. 	
		Attendance: <ul style="list-style-type: none"> Communicate expectations re attendance to parents throughout the summer. Identify pupils who might be anxious about returning and develop plans to engage them: especially PA children, those who haven't engaged with school during partial opening. Use catch up funding for strategies to re-engage for attendance. Work with relevant professionals 	<ul style="list-style-type: none"> Shielding list created – these families will have a 'Move Up' call to make the child know we are excited about their return to school SLT to meet with families who are anxious about return Attendance monitoring shows already around 85% of school in so a small minority to work with
8.	Other considerations	<p>If your whole school site or buildings have been closed for many weeks, or if parts of the building have been out of use for a long period, then you should consider undertaking a health and safety check of the buildings concerned. Detailed DfE guidance here managing school premises during the coronavirus outbreak.</p>	<ul style="list-style-type: none"> Not applicable. All H&S maintenance checks maintained throughout course of partial closure.

9.	Contingency planning for outbreaks	<p>In the event of a local outbreak it may be necessary to terminate a group's or full school attendance.</p> <p>Plan as far as possible according to Section 5: Contingency planning for outbreaks of the 'Guidance for full opening' (focus on remote learning).</p> <p>Schools will also need to have regard to new guidance that would be issued in the case of a wider local outbreak.</p>	<ul style="list-style-type: none">• Follow LA Guidance• Remote learning strategy using GSuite. Evolving and focus of CPD for staff.• Strategy to be adopted as a Federation with school specific appendices
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