

TSM COVID19 Recovery Plan and Risk Assessment

Overarching Guidance for all staff:

In all education, childcare and social care settings, preventing the spread of coronavirus involves 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 a safer system, where the risk of transmission of infection is reduced. These include:

- 1) 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. Individuals who develop symptoms will be sent home for testing.
- 2) 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 and wrists are covered
- 3) ensuring good respiratory hygiene - promote the 'catch it, bin it, kill it' approach
- 4) cleaning frequently touched surfaces often using standard products, e.g. such as detergents
- 5) minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout), timetables (such as staggered break times, lunch times and the drop off and collection times) and reducing the class sizes and number of staff.

Staff Principles

1. **Do not** come to work if you have coronavirus symptoms (or somebody in your household does) or go home as soon as these develop and access a test as soon as possible. Self-isolation is 7 days and a return to work will be conditional of a negative test result. If a member of your household develops symptoms you must self-isolate for 14 days.
2. If a child or adult shows symptoms and tests positive, then the whole team of pupils and staff will be sent home and they must self-isolate for 14 days.
3. Clean your hands and wrists more often than usual - 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.
4. Use the 'catch it, bin it, kill it' approach to respiratory hygiene.
5. Avoid touching your mouth, nose and eyes.
6. Clean frequently touched surfaces often using the provided antibacterial detergents.
7. Think about ways to modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support (it is understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).
8. Avoiding calling pupils to the front of the class or going to their desk to check on their work if not necessary.
9. Help your class to follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. including by updating your classrooms displays with posters.
10. Prevent your class from sharing equipment and resources (like stationery). Individual equipment will be provided in plastic, zipped pencil cases.
11. Keep your classroom door and windows open if possible, for air flow.
12. Limit the number of children from your class using the toilet at any one time. Only one at a time.
13. Limit your contact with other staff members, and don't congregate in shared spaces, especially if they are small rooms. Pod staff rooms will be available for each year group and restricted to the 4 members of Pod staff at any one time.

Aspect	Measures to Implement	DfE Guidance	Notes	Risk
1. Staffing including communication	<ul style="list-style-type: none"> ▪ Phased staffing rota to ensure only essential staff are present in school. ▪ Home working where possible. ▪ Admin teams: one person in the office at one time. Normal working in office. Limit contact with other adults. ▪ Staff meetings – will include half term meetings. ▪ Pod Leaders will support lines of communication from 1st June ▪ Mental Health of Adult Resource pack available 	<ul style="list-style-type: none"> ▪ talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful 		H
2. Staffing Rotas	<ul style="list-style-type: none"> ▪ Staff assigned to a Pod ▪ Staff will be assigned to a team of pupils in a Pod. They will remain with their team (as much as possible) for the duration of the term or teaching timetable. ▪ Entire staff to be split as below. One Pod for each year group now entering school. ▪ <u>Pod C - Childcare of Critical Care Workers Pod</u> Teaching staff X 4 on a rota Teaching Assistant X2 on a rota ▪ <u>Pod 6 Year 6: Mr Hughes Pod Leader</u> Mr Maynard, Mrs Chadwick, Mrs Drury ▪ <u>Pod 1 Year 1: Sue Evans Pod Leader</u> Mrs Ross, Mrs Lloyd, Mrs Felstead, ▪ <u>Pod R Year R: Jess Hyett Pod Leader</u> Mrs Green, Mrs Sophie Jones, Mrs Kilburn <p>Staffing subject to initial change once the number of returning children is confirmed.</p>	<p>Keep cohorts together where possible and:</p> <ul style="list-style-type: none"> ▪ ensure that 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 ▪ ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days, recognising for secondary and college settings there will be some subject specialist rotation of staff. 	<p>Supervision for toilet needs- therefore a flexible TA available in KS1</p> <p>Year 6 Self supervise toilet system when Pod leader creates and shares plan</p> <p>Pod C due to staff levels unable to keep teaching staff and children (flexi patterns of attendance) consistent.</p> <p>Teachers on rota due to the need for home learning and support of pupils at home.</p>	M

<p>3. Pupils</p>	<p>Year Group</p> <ul style="list-style-type: none"> ▪ Year 6 pupils and childcare provision to return on 1st June 2020. ▪ Year 1 return on 8th June 2020 ▪ Year R return on 15th June 2020 ▪ Grouping of pupils will be arranged by the Pod teacher according to need ▪ Pods will be broken into a max of 3 teams. Staff and children in groups will wear coloured bibs/wrist bands to identify the children and staff of a team <p>All phased returns are dependent of the government’s advice, staff availability and building capacity.</p> <p>Childcare for Critical Workers Provision</p> <ul style="list-style-type: none"> ▪ Vulnerable pupils should only attend school if it is considered safe for them to attend and liaison has occurred between school and parents. ▪ Due to the numbers of parents requesting childcare places from the 1st June, school will prioritise the children of parents critical to the COVID response in the following way: <p>1) Vulnerable children with an EHCP or in the care of a social worker</p> <p>2) Both parents are key workers (or one parent if single-parent family)</p> <p>3) At least one parent in a household is a key worker, prioritised in the following order:</p> <ul style="list-style-type: none"> • those working in health and social care • education and childcare • other key workers 	<p>As part of the response to coronavirus (COVID-19), educational settings have been asked to continue to provide care for a limited number of children and young people:</p> <ul style="list-style-type: none"> • those who are vulnerable • those whose parents/carers are critical to the coronavirus (COVID-19) response. <p>The government encourages vulnerable children and young people to attend educational settings unless they have underlying health conditions that put them at severe risk.</p> <p>During the coronavirus (COVID-19) outbreak, for the purposes of continued attendance at educational settings, vulnerable children and young people are defined as those who:</p> <ul style="list-style-type: none"> • are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child • have an education, health and care (EHC) plan whose needs cannot be met safely in the home environment • have been assessed as otherwise vulnerable by educational providers or local authorities (including children’s social care services), and who are therefore in need of continued education provision - this might include children on the edge of receiving support from children’s social care services, adopted children, or those who are young carers, and others at the provider and local authority discretion <p>Children and young people who are considered <u>extremely clinically vulnerable and shielding</u> should continue to shield and should not be expected to attend.</p> <p>Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher</p>		H
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		<p>risk of severe illness from coronavirus. A minority of children will fall into this category, and parents should follow medical advice if their child is in this category.</p> <p>Children and young people who live in a household with someone who is extremely clinically vulnerable and shielding should only attend if stringent social distancing can be adhered to and the child or young person is able to understand and follow those instructions.</p> <p>Children and young people who live with someone who is clinically vulnerable (but not extremely clinically vulnerable) as defined in the social distancing guidance and including those who are pregnant, can attend.</p>		
<p>4. Behaviour Policy</p>	<ul style="list-style-type: none"> ▪ Review of routines and procedures ▪ Review of rewards and sanctions ▪ Appendix added to behaviour policy to include the above reviews. 	<p>In light of the need for children to behave differently when they return to school, and any new systems you have put in place to support that, you'll need to make changes to your behaviour policy. Behaviour policy changes will also need to be communicated to pupils, parents and staff.</p> <p>Areas schools may wish to add to their behaviour policy are:</p> <ul style="list-style-type: none"> • following any altered routines for arrival or departure • following school instructions on hygiene, such as handwashing and sanitising • following instructions on who pupils can socialise with at school • moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing) • expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands 	<p>Establish a list of social distancing Golden Time activities.</p>	<p>M</p>

		<ul style="list-style-type: none"> • tell an adult if you are experiencing symptoms of coronavirus • rules about sharing any equipment or other items including drinking bottles • amended expectations about breaks or play times, including where children may or may not play • use of toilets • clear rules about coughing or spitting at or towards any other person • clear rules for pupils at home about conduct in relation to remote education • rewards and sanction system where appropriate <p>Identify any reasonable adjustments that need to be made for students with more challenging behaviour.</p>		
Actions <ul style="list-style-type: none"> ▪ <i>Sort teams for Year Group Pods- class teachers and SEND Coordinator- waiting for numbers</i> ▪ <i>Requirement: Pupils to wear school P.E uniform and trainers. P.E kit includes tracksuit bottoms/dark leggings/school t-shirt logo or plain/sweatshirt or Y6 leaver hoodie</i> ▪ <i>Pupils bring in named water bottles at the start of the half term. These to remain in school and be washed in the dishwasher every evening.</i> ▪ <i>No bags, book bags, pencil cases to be brought in.</i> ▪ <i>JH/BC to research non-contact physical games/play (Youth Sport Trust)</i> ▪ <i>Draft appendix for behaviour policy</i> 				
5. PPE	<ul style="list-style-type: none"> ▪ Teachers to wear a facial covering when in close contact with pupils due to a medical situation/emergency. ▪ Teacher should only wear gloves in medical situations/emergencies. ▪ If intimate care is required, this should be referred to and actioned by the parent as much as is practicable. ▪ The usual sunscreen policy applies. Sun cream should not be applied by staff. Parent advised to send their children in sunscreen appropriate to last the duration of the school day. 	<ul style="list-style-type: none"> ▪ Wearing a face covering or face mask in schools or other education settings is not recommended. Face coverings may be beneficial for short periods indoors where there is a risk of close social contact with people you do not usually meet and where social distancing and other measures cannot be maintained, for example on public transport or in some shops. This does not apply to schools or other education settings. Schools and other education or childcare settings should therefore not require staff, children and learners to wear face coverings. Changing habits, cleaning and hygiene are effective measures in controlling the spread of the virus. Face coverings (or any form of medical mask where instructed to be used for specific clinical reasons) 		H

		<p>should not be worn in any circumstance by those who may not be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission.</p> <ul style="list-style-type: none"> ▪ The majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including: <ul style="list-style-type: none"> ▪ children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way ▪ if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn 		
Actions				
<ul style="list-style-type: none"> ▪ <i>Face masks and visors have been ordered for staff</i> ▪ <i>Staff to read the instructions on how to safely use PPE –(according to government guidance)</i> 				
6. Class Size and Groups	Initial Phases <ul style="list-style-type: none"> ▪ No more than 10 in one Pod team as much as possible – this is dependent on the size of class bases. ▪ Social distancing applies to the space between desks and movement around the building at all times. ▪ Teams and Pods should remain apart from each other for the entire day as much as possible. 	<ul style="list-style-type: none"> ▪ For primary schools, classes should normally be split in half, with no more than 15 pupils per small group and one teacher (and, if needed, a teaching assistant). If there are any shortages of teachers, then teaching assistants can be allocated to lead a group, working under the direction of a teacher. Vulnerable children and children of critical workers in other year groups should also be split into small 		M

		groups of no more than 15. Desks should be spaced as far apart as possible.		
Actions				
<ul style="list-style-type: none"> Desks arranged out 2m apart 				
7. Pods and Teams	<ul style="list-style-type: none"> Children should not mix with other year group Pods Cross-team contact within a Pod to be avoided as much as possible Staff should not, where possible, mix with other teams or Pods and should be timetabled to be together with a team as much as is possible. Welfare staff to take over for the 1 /2 hour of outside play. (½ hour of eating will be classroom based) 	<p>Keep cohorts together where possible and:</p> <ul style="list-style-type: none"> ensure that 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 ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days, recognising for secondary and college settings there will be some subject specialist rotation of staff ensure that wherever possible 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. In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days 	<p>Collection and drop off points need to be carefully considered.</p> <p>Exception to staffing in childcare provision Pod C – this will be on a rota due to staffing capacity</p>	M
Actions				
<ul style="list-style-type: none"> Each class team will be represented by a coloured wristband/bid to help welfare staff manage children and zones Buy wrist bands/bands Construct break and lunchtime timetable Establish outside zones Establish drop off and collection points and arrangements 				
8. Physical Building	<ul style="list-style-type: none"> One child per double desk. Desks to be moved 2m apart. Teachers may wish to mark out channels, with tape, behind the desks for teachers to move. Corridors to be marked with floor stickers illustrating 2m distance and a message about keeping to the left side of the corridor. 	<ul style="list-style-type: none"> Desks should be spaced as far apart as possible. Ensure that wherever possible 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. In schools and colleges, you may want to consider seating students at the 	<p>Floor stickers</p> <p>Door wedges</p> <p>Hand washing Posters</p>	M

	<ul style="list-style-type: none"> ▪ All furniture not being used must be moved and stored in an alternative space where possible. ▪ Soft furnishings which cannot be cleaned to be put away where possible. ▪ All internal doors to be wedged open at all times including the external toilet doors (exceptions staff and disabled). All doors to be closed at the end of the school day. ▪ Cloak rooms to be left empty and coats placed on the back of chairs. ▪ Children only bring a named water bottle (at the start of the half term) and coat to school. ▪ Water bottles to remain in school and be put through the dishwasher each night. ▪ No rucksacks, book bags or pencil cases to come to school. ▪ Classroom spaces should be accessed from a single entrance and preferably, directly from outside if possible. ▪ One-way circulation to be implemented for corridors -keep left. <p>Classroom Space</p> <p><u>Phase 1</u></p> <p>Pod C: Childcare: depending on numbers, will either be based in the hall or move straight to the community centre.</p> <p>Pod 6: Year 6</p> <ul style="list-style-type: none"> ▪ Based in KS 2 department and will spread out across Year 4/5/6 Classrooms ▪ KS2 Council Office use as sickbay/first aid ▪ Library used as COVID isolation room ▪ Art room as Pod 6 staffroom <p><u>Phase 2</u></p> <p>Pod 1: Year 1</p> <ul style="list-style-type: none"> ▪ Based in KS 1 department and will spread out Year 2/1/R Classrooms ▪ White room use as sickbay/first aid ▪ Library used as COVID isolation room ▪ Zone area used as Pod 3 staffroom 	<p>same desk each day if they attend on consecutive day</p>	<p>Advice Posters</p> <p>Cleaning team to open windows and wedge all doors open as part of the morning routine. Closure part of the evening routine.</p>	
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	<p><u>Phase 3</u></p> <p>Pod R: Year R</p> <p>Move to the Methodist Church , Church room and outdoor space.</p> <p><u>Main School</u></p> <p>COVID Isolation Room- Library (Staff and Pupils). If isolating pupils/staff need to use the toilet they will use the disabled toilet. Office staff will need to be notified to arrange cleaning asap.</p> <p>Leadership Team and Office staff use existing staffroom</p> <p>Hall – if not used for POD C (childcare) will be available for timetabled use by Pod 6 and Pod 1.</p> <p><u>Outdoor Space</u></p> <ul style="list-style-type: none"> ▪ Zoned into 8 defined areas to be timetabled ▪ Where lessons and weather permit, learning is to take place outside, teachers should use outdoor education wherever possible. ▪ Increased diligence when using outdoor equipment (e.g. additional cleaning), however, should not be used unless sufficient cleaning of the equipment can be completed. ▪ Children are not to enter the building alone during break time unless for the toilet. After toileting they must return back outside. <p><u>Signage</u></p> <ul style="list-style-type: none"> ▪ Consider signage for movement around external building for parents ▪ Use tape/stickers on floor to demarcate areas and walkways. ▪ Create hand sanitiser station posters and ensure toilets have washing hands posters. ▪ Respiratory posters – ‘Catch it, Bin it!’ etc ▪ Map of movement 		<p>Grass area at the front of school</p> <p>Field – spilt into 4 areas</p> <p>Ball area</p> <p>Playground</p> <p>Year R Playground</p> <p>Picnic blankets assigned to each team for use outside</p>	
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9. Teaching, Learning and Curriculum	<p>Weekly learning letters will be created by the Year Group teacher and sent home or will be delivered in school (including opportunities for pupils in Pod C to complete independently).</p> <p>Rules/ routines/ procedure shared by Pod leaders to Pod staff and pupils. Implemented and review to be completed by the Pod leader and fed back to the Leadership team.</p> <p>Timetable of outdoor zones to be established by the Pod leaders.</p> <p><u>Initial Focus of Recovery Curriculum</u></p> <p>1) Mental Health and Wellbeing - resources shared</p> <p>2) Hygiene and new rules/routines</p> <p>3) Y6 Transition and finding ways to still achieve some of those Y6 traditions – the children will help find solutions!</p> <p>4) Physical Activity</p>		Marking and feedback modified due to current situation.	L
Actions <ul style="list-style-type: none"> ▪ <i>Consider the use of live/recorded streaming of lessons</i> ▪ <i>Identify Pod R COVID isolation room and Sickbay</i> ▪ <i>Timetable the outdoor zones</i> ▪ <i>See signage section for actions</i> ▪ <i>JH/BC, research a list of non-contact games, physical exercise, playtime activities (Youth Sports Trust)</i> ▪ <i>Timetable for Lunch duties</i> ▪ <i>Timetable for first aiders</i> ▪ <i>One way system instructions for drop off and collection/Map of school</i> 				
10. Social Distancing	<ul style="list-style-type: none"> ▪ Physical contact such as handshakes and hugs should be avoided between all staff. ▪ Staff to mutually advise and remind of 2m distancing. ▪ Staff, pupils and adults on site should endeavour to stay 2m apart. ▪ Adherence to guidelines will be monitored. 			M
11. Timetable for Day	<ul style="list-style-type: none"> ▪ Lunch times, break times and arrival/dismissal may be longer to avoid pinch points and ensure good hygiene routines 	Reduce mixing within education or childcare setting by:	Mellor's to supply grab bags for all – pupils and staff	M

	<ul style="list-style-type: none"> ▪ Pod Leaders to create a timetable for each Pod and share with leadership team & monitor and review ▪ Children to stay in designated zones outside. ▪ Lunch times- separate Pod lunch times 	<ul style="list-style-type: none"> • staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time • staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms 		
12. Lunchtimes	<ul style="list-style-type: none"> ▪ Lunch to be eaten by the pupil at their desk in the classroom area or outside in zoned areas –team picnic rugs ▪ Children are not to access the building during lunch time unless for toileting. ▪ Staff timetabled for lunchtime (including welfare) ▪ Children not to be sent inside for first aid incidents, instead welfare/teacher to radio office for a first aider to come to a designated point on the playground. 	<ul style="list-style-type: none"> ▪ staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms 		M
13. Movement- Children	<ul style="list-style-type: none"> ▪ Channels and internal corridors around school using masking tape/stickers to show pupils 2m distance. ▪ Classroom spaces to have teacher only zones. ▪ Teacher may visibly mark channels on the floor to help movement around the classroom. 	<ul style="list-style-type: none"> ▪ 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 		L
14. Movement- Staff	<ul style="list-style-type: none"> ▪ Staff can sit together in designated staffroom ▪ Teacher should stay in their designated areas as much as possible. ▪ Staff to store their coats and personal belongings in designated Pod staffroom. 	<ul style="list-style-type: none"> ▪ stagger the use of staff rooms and offices to limit occupancy 		L
15. Movement- Parents	<ul style="list-style-type: none"> ▪ Parents should not enter the school building under any circumstances. ▪ Parents to follow instructions for drop offs and pickups which will include a one-way system. ▪ Only one parent/carer to drop off and collect children. 	<ul style="list-style-type: none"> ▪ encouraging parents and children and young people to walk or cycle to their education setting where possible 		L
16. Working Hours	<ul style="list-style-type: none"> ▪ Staff should only attend the school site when necessary and be mindful of the increased attendance of the cleaning team at the start and at the end of the day. 			L

<p>17. Premises checks</p>	<ul style="list-style-type: none"> ▪ Ensure all usual premises checks are carried out with increased monitoring of additional cleaning requirements. ▪ Ensure required checks and risk assessment are carried out at additional (non- local authority) premises - Community Centre and Methodist Church ▪ Establish effective cleaning programmes for additional community premises <p>Fire Safety</p> <ul style="list-style-type: none"> ▪ Review and if necessary, update fire management plans and ensure any changes to fire escape routes are clearly identified and communicated. ▪ Carry out regular hazard spotting to identify escape route obstructions. ▪ Check that all fire doors are operational outside of school hours. ▪ Fire drills should continue to be held as normal with particular emphasis on any changes in procedures. <p>Security</p> <ul style="list-style-type: none"> • Review emergency contact and key holder details. • Establish and communicate new emergency contact and key holder details relating to use of community premises. <p>Ventilation</p> <ul style="list-style-type: none"> ▪ Where possible, occupied room windows should be open. 	<ul style="list-style-type: none"> ▪ During partial or full closure, educational settings continue to be responsible for a range of health and safety measures and statutory compliance. See DfE Good Estate Management for Schools Health and Safety page - https://www.gov.uk/guidance/good-estate-management-for-schools/health-and-safety 		M
<p>18. Toilet facilities</p>	<ul style="list-style-type: none"> ▪ Where possible pupils should only enter one at a time into toilets and stand at least 2metres apart when washing their hands. ▪ Middle sinks sealed off. ▪ Different classroom team pupils do not mix in the toilets where possible. ▪ One adult should accompany Year 1/Year R pupils to toilet to support the management of hand washing and ensure cross over to other groups does not occur. ▪ External door to the washroom to be wedged open. 	<ul style="list-style-type: none"> ▪ ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time 	Masking tape to seal off middle sinks	H

	<ul style="list-style-type: none"> ▪ Caretaker, cleaners and staff to check soap supply is always adequate. 			
19. First Aid	<ul style="list-style-type: none"> ▪ PPE should be worn (gloves and masks) when dealing with a first aid incident. (refer to guidance on instructions of use) ▪ Staff / welfare should administer basic first aid ▪ Serious injuries should be seen by a fully trained first aider. ▪ Vomit is required to be cleaned up as soon after incident as possible (PPE to be worn). Children to wait for collection in their Pod sickbay . ▪ Telephones in classrooms to communicate with the office ▪ Welfare to radio into the office for a first aider to attend outside. 	<ul style="list-style-type: none"> ▪ PPE should be worn by staff working with children displaying COVID symptoms. 		H
20. Cleaning	<p>Cleaning</p> <ul style="list-style-type: none"> ▪ Toilets will be deep cleaned at the end of each day. ▪ Toilets will be sprayed by a member of staff during the lunch period and after break with suitable cleaning detergent. ▪ Tables and contact points must be cleaned regularly throughout the day. ▪ Equipment that has been used (and that can be cleaned) should be identified by the teacher at the end of the day to the cleaner (message on whiteboard) so that those objects can be disinfected. ▪ No toys can be brought from home. ▪ Resources that cannot be adequately cleaned must be packed away and remain unavailable ▪ Tablets should be wiped several times daily and between use. If possible, avoid children sharing tablets. Pupils assigned a tablet. ▪ Contact points should be cleaned by cleaner at least once daily, including taps, toilet flushes, toilet seats, table surfaces, door handles, handrails, light switches etc. However, staff will be required to clean surfaces and touch points when used. ▪ Bins must be emptied before they are full and at least once daily. ▪ Cleaners to wear long gloves. ▪ Communication from teacher to cleaner should be left on the whiteboard in the classroom area at the end of each day. 	<ul style="list-style-type: none"> ▪ discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this ▪ follow the COVID-19: cleaning of non-healthcare settings guidance ▪ ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments ▪ clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal 	<p>COSHH rules regarding bleach</p> <p>Each room to have anti bac spray, wipes, cloths, hand sanitizer</p>	H

	<ul style="list-style-type: none"> ▪ Desks and equipment cases should be wiped regularly. ▪ Staff should have a spray bottle and cloth (disposable), anti bac wipes in each classroom as well as hand sanitizer pump. ▪ Any objects the children touch should be disinfected regularly once use has finished. 			
Actions				
<ul style="list-style-type: none"> ▪ <i>Purchase pedal bins</i> ▪ <i>Ensure supply chains for cleaning products – sprays, antibacterial wipes, sanitizer, clothes</i> 				
21. Communication to children	<ul style="list-style-type: none"> ▪ Pod to issue an information letter and Nearpod video to prepare the children for their return to school. 	<ul style="list-style-type: none"> ▪ noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules) ▪ tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection) 		L
22. Communication to and from Parents	<ul style="list-style-type: none"> ▪ Essential correspondence sent out via letter on ParentApp. ▪ Any forms or messages regarding learning from parents should be emailed to class email box. ▪ Communication methods of entry and exit to the school grounds will be via Pod Leader’s information letter via ParentApp. ▪ Safeguarding leader to continue with telephone communication to families. 	<ul style="list-style-type: none"> ▪ 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) ▪ also think about engaging parents and children in education resources such as e-bug and PHE schools resources 		M
23. Procedures for medical care, isolation and confirmed cases	<ul style="list-style-type: none"> ▪ Use of COVID isolation booth if symptoms are apparent - library. 	<ul style="list-style-type: none"> ▪ The government is developing a new national test and trace programme. This will bring together an app, expanded web and phone-based contact tracing, and swab testing for those with potential 		H

	<ul style="list-style-type: none"> ▪ Parents to be called and children to be sent home as soon as possible if they develop COVID symptoms. They will need to be tested asap. ▪ All staff who display symptoms should access a test provided by the appropriate health care professional. ▪ If a children or staff member tests negative, they can return to their setting and end the self-isolation of their household. ▪ If any children or staff test positive, the rest of their class team will be sent home to isolate for 14 days. The other household members of that team do not need to self-isolate unless the child, or staff member they live with from that team, subsequently develops symptoms. ▪ Temperature checks will be used at school. 	<p>coronavirus symptoms. This programme will play an important role in helping to minimise the spread of coronavirus in the future. It will also include more traditional methods of contact tracing if a child, young person or parent tests positive. This could include, for example, direct discussion with parents and schools or colleges on recent contacts. The government is recruiting 18,000 contact tracers to support contact tracing and will recruit more if needed. They will play an important part in tracing the contacts of those with coronavirus, including children.</p> <ul style="list-style-type: none"> ▪ If anyone becomes unwell with a new, continuous cough or a high temperature in an education or childcare setting, they must be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance. ▪ If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. 		
<p>24. Shielding and clinically vulnerable children and adults.</p>	<ul style="list-style-type: none"> ▪ Guidance shared with staff relating to vulnerable staff and pupils. ▪ Staff to discuss with HT/SLT any concerns and required action. 	<ul style="list-style-type: none"> ▪ For the vast majority of children and young people, coronavirus is a mild illness. Children and young people (0 to 18 years of age) who have been classed as clinically extremely vulnerable due to pre-existing medical conditions have been advised to shield. We do not expect these children to be attending school or college, and they should continue to be supported at home as much as possible. Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. A small minority of children will fall into this category, and parents should follow medical advice if their child is in this category. 		<p>M</p>

		<ul style="list-style-type: none"> ▪ Clinically extremely vulnerable individuals are advised not to work outside the home. We are strongly advising people, including education staff, who are clinically extremely vulnerable (those with serious underlying health conditions which put them at very high risk of severe illness from coronavirus and have been advised by their clinician or through a letter) to rigorously follow shielding measures in order to keep themselves safe. Staff in this position are advised not to attend work. Read COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable for more advice. ▪ Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the Staying at home and away from others (social distancing) guidance have been advised to take extra care in observing social distancing and should work from home where possible. Education and childcare settings should endeavour to support this, for example by asking staff to support remote education, carry out lesson planning or other roles which can be done from home. If clinically vulnerable (but not clinically extremely vulnerable) individuals cannot work from home, they should be offered the safest available on-site roles, staying 2 metres away from others wherever possible, although the individual may choose to take on a role that does not allow for this distance if they prefer to do so. If they have to spend time within 2 metres of other people, settings must carefully assess and discuss with them whether this involves an acceptable level of risk. 		
25. Visitors	<ul style="list-style-type: none"> ▪ Any visitors who are not critical to teaching individual teams should not enter the school building. ▪ Parents should not enter the school building under any circumstances. Any communication should be done via email or telephone. 			L

	<ul style="list-style-type: none">▪ Governors not involved in the COVID19 response , should not enter the school building. Any communication should be done via email, telephone or conference call.			
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