

Risk assessment for: Working safely during COVID 19 (Opening the whole school in September 2021)

Assessment date: October 2021

Name of assessor:

BARCROFT PRIMARY SCHOOL

Note: some specific controls, mainly related to “bubbling” and segregation, have been removed for the September 2021 reopening of schools, in line with Government guidance – if circumstances change, some may need to be reinstated

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Building and class occupancy levels		Consider <ul style="list-style-type: none"> • Staff informed to follow social distancing where possible. • Staff should avoid close face to face contact if possible • Work areas have been assessed to ensure staff able to socially distance • The occupancy has been assessed within the building to ensure that there is no overcrowding • Physical barriers have been put in place to promote social distancing • Notices and marker tape are present in circulation areas to encourage social distancing • Staff are encouraged to stagger arrival and departure times at work to reduce crowding into and out of the workplace or at pinch points • Hot-desking is discouraged, if this happens the area and equipment is fully sanitised before anyone else uses the desk 	•	LOW	1. 2. 3.
Staff and parent interaction. (Including meetings)		Consider <ul style="list-style-type: none"> • Notifying parents that they must inform the school of an outcome of a child’s test as soon as possible • Setting up guidelines for parents to contact the school and specific teachers; including, telephone, website and social media contacts 	•	LOW	1. 2. 3.

		<ul style="list-style-type: none"> • Informing parents that they are only allowed onto the school grounds at specified times for drop off and collection • If meetings are required with parents they are done using ICT systems in the first place. If face to face meetings are needed these are conducted in the open air if possible observing social distancing. Where this is not practicable the meeting should take place in a large room or area within the school, ensuring that there is ample fresh air perhaps with opening windows and social distancing observed • Only absolutely necessary participants should attend meetings and should maintain social distancing throughout • Avoid any sharing of work equipment including pens/paper etc. • Using floor signage to ensure that social distancing is followed • A record will be kept of all visitors to the school. The school may be contacted by 'Test and Trace' and will cooperate fully with them 			
Staff and Staff interaction		<p>Consider</p> <ul style="list-style-type: none"> • Instructing staff members to adhere to social distancing at all times • Having reminders and notices clearly displayed at critical points around the building including staff only areas • Staggering break times for all staff to make social distancing easier 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Contamination on surfaces including toys and equipment		<p>Consider</p> <ul style="list-style-type: none"> • Removing all soft furnishings which may be difficult to clean • Removing and isolating all soft toys or toys which may have parts which are difficult to clean • Ensuring that all surfaces and shared resources are suitably sanitised regularly 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.

		<ul style="list-style-type: none"> • Pupils and staff having individual equipment provided where possible including paper and pens. 			
<p>Lack of effective cleaning</p>		<ul style="list-style-type: none"> • Cleaning programmes have been reviewed to ensure that all areas are sanitised at least daily. <p>Consider</p> <ul style="list-style-type: none"> • Maintaining enhanced cleaning of all facilities throughout the day and at the end of each day • Frequent cleaning of work areas, class rooms and equipment between uses, using your usual cleaning products. Frequent cleaning of objects and surfaces that are touched regularly, such as door handles, surfaces and keyboards, and making sure there are adequate disposal arrangements. Clearing workspaces, class rooms and removing waste and belongings from the work area, class room at the end of the day • Bathrooms must be cleaned and disinfected using standard cleaning products before being used by anyone else if used by a person displaying symptoms before being sent home • Limiting or restricting use of high-touch items and equipment, for example, printers or whiteboards. If you are cleaning after a known or suspected case of COVID-19 then you should refer to the specific guidance. https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings 	<ul style="list-style-type: none"> • 	<p>LOW</p>	

<p>Lack of effective ventilation</p>		<p>Consider</p> <ul style="list-style-type: none"> • Checking whether you need to service or adjust ventilation systems, for example, so that they do not automatically reduce ventilation levels due to lower than normal occupancy levels. Ensure that all systems are set to provide the maximum fresh air supply • Ensure all work spaces have a suitable fresh air supply • Opening doors and windows frequently to increase ventilation where possible • Most air conditioning system do not need adjustment, however where systems serve multiple buildings or you are unsure, advice can be sought from your heating ventilation and air conditioning (HVAC) engineers or advisers 	<ul style="list-style-type: none"> • 	<p>LOW</p>	
<p>Personal Hygiene, toilet, shower and changing facilities</p>		<ul style="list-style-type: none"> • Handwashing facilities are available to all staff and pupils. These include those in the following locations: Kitchens Staff rooms Staff Toilets Children's Toilets • Hand sanitisers have been made available at the following locations: All entrances/exits into school and outside classrooms <p>Consider</p> <ul style="list-style-type: none"> • Using signs and posters to build awareness of good handwashing technique, the need to avoid touching your face and the need to cough or sneeze into your arm • Make signage pupil friendly and ensure that the signage is suitable for anyone with a disability within the school, e.g., Braille or pictorial • Providing regular reminders and signage to 	<ul style="list-style-type: none"> • 	<p>LOW</p>	<ol style="list-style-type: none"> 1. 2. 3.

		<p>maintain hygiene standards</p> <ul style="list-style-type: none"> • Providing hand sanitiser in multiple locations in addition to washrooms • Providing tissues, bins and sanitiser within each group area to encourage pupils to 'Catch it, Bin it, Kill it' • Setting clear use and cleaning guidance for toilets to ensure they are kept clean and social distancing is achieved as much as possible • Enhancing cleaning for busy areas • Minimising use of portable toilets • Providing more waste facilities and more frequent rubbish collection • Where shower and changing facilities are required, setting clear use and cleaning guidance for showers, lockers and changing rooms to ensure they are kept clean, clear of personal items, and social distancing is achieved as much as possible • Changing facilities should be sanitised after each group use • Enhancing cleaning for busy areas • Providing more waste facilities and more frequent rubbish collection • Where possible, providing paper towels as an alternative to hand dryers in handwashing facilities 		LOW	
<p>Staff at increased risk from the virus</p>		<ul style="list-style-type: none"> • Government guidance re shielding, higher risk groups, and the impact of COVID-19 are followed <p>Consider</p> <ul style="list-style-type: none"> • Staff members who are clinically vulnerable may be able to work at school but social distancing measures should be in place and medical advice should be followed in each case • People who live with those who are clinically 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

		<p>extremely vulnerable or clinically vulnerable can attend the workplace</p> <ul style="list-style-type: none"> • Providing support for workers around mental health and wellbeing. This could include advice or telephone support 			
Pupils at an increased risk from the virus		<p>Consider</p> <ul style="list-style-type: none"> • Pupils who are clinically vulnerable – medical advice should be followed to identify what controls need to be implemented. 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Visitors and contractors		<ul style="list-style-type: none"> • Visitors are advised not to come to the school location if they have any symptoms as identified by the NHS • Visitors are limited where possible and asked to call in advance prior to coming to the site • Visitors are asked to respect social distancing at all times • At interaction locations a physical barrier is in place (e.g. screens and panels) • Sanitation and hand washing is available for visitors <p>Consider</p> <ul style="list-style-type: none"> • Encouraging visits via remote connection/working where this is an option • Limiting the number of visitors at any one time • Determining if schedules for essential services and contractor visits can be revised to reduce interaction and overlap between people (for example, carrying out services at night) • Maintaining a record of all visitors, if this is practical • Revising visitor arrangements to ensure social distancing and hygiene. For example where someone physically signs in with the same pen in reception 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.

		<ul style="list-style-type: none"> • Keeping a record of all visitors and cooperating fully with the Test and Trace service in the event of an outbreak 			
Staff with symptoms of the virus		<ul style="list-style-type: none"> • Staff are asked to complete a Lateral Flow Test regularly. Staff will undertake twice weekly home tests whenever they are on site until the end of September, when this will also be reviewed • Staff who have any symptoms are advised not to attend work and should make contact with their manager and NHS services for further advice • Staff with symptoms may still be able to work from home and this should be agreed on a case by case basis dependant on the individual and their role • If a staff member becomes unwell whilst at work they should be advised immediately to go home and to contact the NHS services • Government guidance for staff with symptoms will be followed: this can be found at: Managing coronavirus (COVID-19) in education and childcare settings - GOV.UK (www.gov.uk) • In the event of any staff member is identified as having symptoms of COVID 19 the school will contact the Walsall Health Protection Team on 01922 658065 for further advice and follow this advice • The school will follow its contingency plans (sometimes called outbreak management plans) • The school may be contacted by 'Test and Trace' and will cooperate fully with them 	<ul style="list-style-type: none"> • 	LOW	<ol style="list-style-type: none"> 1. 2. 3.

<p>Pupils with Symptoms of the virus</p>		<ul style="list-style-type: none"> • From Year 7 onwards pupils are asked to complete a Lateral Flow Test regularly. Pupils should receive 2 on-site lateral flow device tests, 3 to 5 days apart, on their return in the autumn term. Pupils should then continue to test twice weekly at home until the end of September, when this will be reviewed. • Secondary schools should also retain a small asymptomatic testing site (ATS) on-site until further notice so they can offer testing to pupils who are unable to test themselves at home • If a student starts to show symptoms of COVID 19, they should be sent home immediately • Whilst waiting collection by a parent/guardian the pupil should be moved to an isolated room where a window can be opened to provide fresh air • If they need to use a bathroom they must use one dedicated bathroom and this must be thoroughly sanitised following the use • Suitable PPE including apron, goggles, moisture resistant face mask and gloves • Staff and pupils who engage with the person showing symptoms should be encouraged to wash their hand immediately following the min washing of 20 seconds and using the correct technique • Government guidance for pupils with symptoms will be followed: this can be found at: Managing coronavirus (COVID-19) in education and childcare settings - GOV.UK (www.gov.uk) • In the event of any pupil is identified as having symptoms of COVID 19 the school will contact the Walsall Health Protection Team on 01922 658065 for further advice and follow this advice • The school will follow its contingency plans 	<ul style="list-style-type: none"> • 	<p>LOW</p>	<ol style="list-style-type: none"> 1. 2. 3.
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		(sometimes called outbreak management plans) <ul style="list-style-type: none"> The school may be contacted by 'Test and Trace' and will cooperate fully with them 			
Deliveries and collections		Consider <ul style="list-style-type: none"> Revising pick-up and drop-off collection points, procedures, signage and markings Minimising unnecessary contact with staff and delivery staff for example non-contact deliveries where the nature of the product allows for use of electronic pre-booking Ordering larger quantities of inbound materials less often to reduce deliveries Where possible and safe, having single employees load or unload vehicles Where possible, using the same pairs of people for loads where more than one is needed Enabling drivers to access welfare facilities when required, consistent with other guidance Encouraging drivers to stay in their vehicles where this does not compromise their safety and existing safe working practice, such as preventing drive-aways Cleaning procedures for equipment, tools and vehicles after each shift and after each use of shared equipment, for example pallet trucks and trolleys Nearby supply of hand sanitiser for employees to use handling deliveries when handwashing is not practical Regular cleaning of reusable delivery boxes 	•	LOW	<ol style="list-style-type: none">

Access and Egress		<p>Consider</p> <ul style="list-style-type: none"> • Staggering arrival and departure times at work/ school to reduce crowding into and out of the workplace • Providing additional parking or facilities such as bike-racks • Reducing congestion, for example by having more entry points to the school and entry points dedicated to single groups if possible • Is there a direct entrance into the learning area from outside to reduce the need for moving around within the building • Providing handwashing (or hand sanitation where not possible) at entry and exit points. Ensure that these are used when both children and adults enter the building • Providing alternatives to touch-based security devices such as keypads • Providing more storage for employees for clothes and bags • Using markings and introducing one-way flow at entry and exit points • Making sure that people with disabilities are able to access lifts and other areas of the building 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Common areas		<p>Consider</p> <ul style="list-style-type: none"> • Staggering break times to reduce pressure on break rooms or places to eat • Using outside areas for breaks • Using protective screening for staff in receptions, dinner halls or similar areas • Considering use of social distance marking for other common areas such as toilets, showers, lockers and changing rooms and in any other areas where queues typically form • Identify specific toilet areas for specific groups • Staggering break times to reduce pressure on break rooms or dinner halls. Also consider 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.

		<ul style="list-style-type: none"> serving lunches within the learning area • Using safe outside areas for breaks • Encouraging workers to bring their own food • Encourage all personal items to be stored in lockers or pegs within the group area 			
Moving around the building		<p>Consider</p> <ul style="list-style-type: none"> • Reducing movement by discouraging non-essential trips within buildings, for example, restricting access to some areas, encouraging use of radios, dedicate specific areas and toilets for each group • Reducing job and equipment rotation. If any equipment is shared this should be sanitised before being used by another group or staff member • Introducing more one-way flow through buildings • Stagger the group arrival, break and leaving times to ensure that groups don't mix 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Work places and work stations		<ul style="list-style-type: none"> • Workstations allow staff to maintain social distancing wherever possible • Workstations are assigned to an individual as much as possible. If they need to be shared they should be shared by the smallest possible number of people • If it is not possible to keep workstations 2m apart, then extra attention needs to be paid to equipment, cleaning and hygiene to reduce risk <p>Consider</p> <ul style="list-style-type: none"> • Reviewing layouts to let employees work further apart from each other • Displaying suitable signage to encourage social distancing • Avoiding employees working face-to-face. For example, by working side-by-side or facing 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.

		<p>away from each other with social distance between them</p> <ul style="list-style-type: none"> • Using screens to create a physical barrier between people • Avoid using hot desks and share workstations. If this is not possible additional cleaning should be put in place between each user 			
Meetings		<p>Consider</p> <ul style="list-style-type: none"> • Using remote working tools to avoid in-person meetings • Only absolutely necessary participants should attend meetings and should maintain social distancing throughout • Avoid any sharing of work equipment including pens/paper etc. • Hold meetings outdoors or in a well ventilated room if they are essential meetings • Using floor signage to ensure that social distancing is enforced • A record will be kept of any visitors to the school and made available to the 'Test and Trace' service if needed 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Accidents, incidents and emergencies		<p>(In emergencies social distancing should be observed if possible, but this may not always be possible. As a minimum consider the following.)</p> <p>Consider</p> <ul style="list-style-type: none"> • Reviewing the number of first aiders, fire marshals and Evac chair operators required if the building occupancy and use has changed • Checking that first aid and fire safety provision and equipment is adequate for the new working environment • A rota system for first aid qualified staff, fire marshals and Evac chair operators, to ensure that they are available during the operating hours and accessible to all areas of the building or work area 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.

		<ul style="list-style-type: none"> • Review the location of the assembly point and if this needs to be changed to allow for social distancing • Ensure adequate PPE if provided for use of staff in all emergencies including first aid and fire • What sanitation systems will you need to put in place following an emergency? E.g. equipment cleans for Evac chairs, radios, etc. • Adequate means of escape must be maintained even if the building is not fully occupied – occupants must have a primary escape route plus a secondary route in case the primary route is unavailable due to fire or smoke • One way systems that have been put in place may have to be abandoned in the event of fire • Amend the fire action plan if necessary to incorporate reduced staffing levels – i.e. those staff with specific roles in a fire evacuation may not be present • Check whether servicing of fire safety equipment is due or has been missed • In the event of CPR needing to be performed the Resuscitation Council (UK) guidance should be followed. Suitable PPE should be worn by the first aider (e.g. FFP3 face mask, disposable gloves, eye protection) • If there is a perceived risk of infection, rescuers should place a cloth/towel over the victims mouth and nose and attempt compression only CPR and early defibrillation until the ambulance (or advanced care team) arrives • For a Paediatric casualty – There is an acceptance that doing rescue breaths will increase the risk of transmitting the COVID-19 virus, either to the rescuer or the child/infant. However, this risk is small compared to the risk 			
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		of taking no action as this will result in certain cardiac arrest and the death of the child. The advice from the Resuscitation Council (UK) is that rescue breaths should be undertaken as ventilations are crucial to the child's chances of survival			
Parent queuing outside school		<p>Consider</p> <ul style="list-style-type: none"> • Can parents and guardians safely queue outside the school while waiting to drop off or collect children • Parents may have other children with them and it may not be suitable to queue alongside a busy road • Implementing markers to identify the social distance spacing in waiting areas outside the school and within the school grounds • When staff open and close gates they either wear gloves or sanitise and wash hands before and after touching the gates 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Transport to and from school		<p>Consider</p> <ul style="list-style-type: none"> • Encourage pupils to travel to school via walking, cycling or private vehicles • Pupils walking or cycling to school should be advised to socially distance at all times • What car and cycle parking facilities the school has are these sufficient and is more provision needed do they allow for social distancing when being used • Having transport vehicles which allow for social distancing within the vehicle. This could include using larger vehicles to transport small numbers of children and providing screens around the driver and marked or dedicate seats to be used or kept free • During pick-ups social distancing should be observed. Pupils advised to social distant whilst waiting for the transport 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.

		<ul style="list-style-type: none"> • Where students are being collected and dropped at a home address, a process put in place to ensure that handover from the parent allows for social distancing. If student's personal items (e.g. wheelchairs) are handled by staff then gloves and sanitiser should be provided • Suitable face covering should be worn (for those over 11 years old) • Planning the loading of the vehicle so that pupils who get off first are nearest the exit, those who get off last are near the back. This prevents students passing each other within the vehicle • All pupils will use hand sanitiser when entering the dedicated school transport • On arrival at school and when returning home pupils should wash their hands for at least 20 seconds following the recommended method 			
<p>Communication of control measures to staff, pupils and parents</p>		<p>Consider</p> <ul style="list-style-type: none"> • Training all staff on the specific control measures relevant to their job roles • Engaging with staff during the development of the risk assessments and identification of suitable control measures • Providing clear guidance on social distancing and hygiene to people on arrival, for example, signage or visual aids and before arrival, for example, by phone, on the website or by email • Providing clear, consistent and regular communication to improve understanding and consistency of ways of working. • Using games, songs and stories to help explain the new rules to pupils and increase pupil understanding • Engaging with workers and worker representatives through existing communication routes to explain and agree 	<ul style="list-style-type: none"> • 	<p>LOW</p>	<ol style="list-style-type: none"> 1. 2. 3.

		<p>any changes in working arrangements.</p> <ul style="list-style-type: none"> • Developing communication and training materials for workers prior to returning to site, especially around new procedures for arrival at work • The latest government guidance has been considered in the development of the risk assessment: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak - GOV.UK (www.gov.uk) 			
PPE provision		<ul style="list-style-type: none"> • PPE is provided as identified within the risk assessment • Should there be a shortage in supply this is highlighted with the senior management team and additional supplies are sourced from other departments within the council • If PPE identified within the risk assessment is not available then the tasks requiring PPE will not be undertaken <p>Consider</p> <ul style="list-style-type: none"> • Making an assessment of the tasks staff undertake and assess if there is a need for PPE to safely perform the task • Providing an emergency PPE kit and spare stock, to be used in the event a pupil or staff member starts to show symptoms of COVID 19. This PPE can be worn by any staff member needing to supervise a pupil whilst awaiting their collection from school <p>Note: Unless you are in a situation where the risk of COVID-19 transmission is very high, your risk</p>	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.

		assessment should reflect the fact that the role of PPE in providing additional protection is extremely limited. However, if your risk assessment does show that PPE is required, then you must provide this PPE free of charge to workers who need it. Any PPE provided must fit properly			
Teaching pupils with SEN		<p>Consider</p> <ul style="list-style-type: none"> • Reviewing each individuals risk assessment to ensure that suitable controls are in place • Providing additional PPE for personal care • Allocating dedicated staff to care for individual children where personal care is needed • Ensuring that personal care environment and equipment is thoroughly sanitised following each use • Using SEN tools to help communicate the control measure and new rules to the pupils. Consider how best to do this for the communication to be effective • Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual • Domestic educational visits may resume. These trips may include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.) The controls in relation to the COVID 19 should be considered within the Educational visit risk assessment • (Additional school specific controls should be identified here) 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.
Educational Visits		<p>Consider</p> <ul style="list-style-type: none"> • Making use of outdoor spaces in the local area to support delivery of the curriculum • As normal, undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely 	•	LOW	<ol style="list-style-type: none"> 1. 2. 3.



		<ul style="list-style-type: none"> As part of this risk assessment, consider what control measures need to be used to reduce the risk of COVID 19 and ensure awareness of wider advice on visiting indoor and outdoor venues 			
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* Optional – Residual risk (after additional controls are in place): column can be used by teams dealing with more hazardous activities to prioritise risks

Date reviewed	Amendments made	Reviewed by	Next review

The following controls (mainly related to “bubbling” and segregation) were removed for the September 2021 reopening of schools in line with Government guidance – they are included here as a reference in case any need to be reinstated. You may wish to delete this section on the version of the risk assessment shared with staff or made available on your website.

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Building and class occupancy levels		<ul style="list-style-type: none"> • Government guidance is that school groups should form bubbles and the school should identify the number of pupils within each bubble dependant on considerations including the physical nature of the space and the pupils themselves • Government guidance is that primary age pupils will be expected to be in whole class bubbles or where possible smaller groups • At secondary the bubble will be a year group to enable the delivery of the full range of curriculum subjects with students able to receive specialist teaching. The guidance states that it should be a best fit approach rather than an all or nothing approach • Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual • The groups will form a cohort and should work together; being segregated from all other groups and individuals by social distancing of at least 2m • Specific locations for each group to work in should be identified. If groups move between locations suitable cleaning and sanitising should be undertaken of each location after each use. This will need to include all equipment within the areas used • Non-teaching staff work from home if possible, if not dedicated work stations are identified for each staff member 	<ul style="list-style-type: none"> • Not currently required 		<ol style="list-style-type: none"> 1. 2. 3.

		<ul style="list-style-type: none"> • Large gatherings should be avoided including Assembly's and other large groups 			
Segregation of pupils		<ul style="list-style-type: none"> • How students can be organised into suitable groups as advised by the government and DfE • In line with the government guidance older children will socially distant, children in early years may find this difficult and will work strictly in their bubble • Staggering arrival and departure times for each group to ensure that there is social distancing between groups • Each group having a dedicated work space and remain within this work space for the majority of lessons • Having tables and work stations as far apart as possible • Having forward facing tables so pupils are sitting side by side and not facing each other • Having one way systems around the school to support social distancing. If this is not possible in corridors where students or staff may cross a solid barrier could be installed dividing the two sides of the corridor. (consideration should be given to fire safety and there may need to be a review of the fire risk assessment) 	<ul style="list-style-type: none"> • Not currently required 		<ol style="list-style-type: none"> 1. 2. 3.
Staff and parent interaction. (Including meetings)		<ul style="list-style-type: none"> • Advising parents that access to the school is limited and that only one parent should escort a child to school or collect a child from school 	<ul style="list-style-type: none"> • Not currently required 		<ol style="list-style-type: none"> 1. 2. 3.

Contamination on surfaces including toys and equipment		<ul style="list-style-type: none"> • Ensuring that all surfaces and shared resources are suitably sanitised regularly between each group use. This should include all outside play equipment, science equipment, PE equipment, and any toys. Alternatively this equipment is 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 groups • Ensuring that all surfaces are sanitised at the end of each day and regularly throughout the day • Pupils and staff having individual equipment provided where possible including paper and pens. These items should not be shared. • Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces 	<ul style="list-style-type: none"> • Not currently required 		<ol style="list-style-type: none"> 1. 2. 3.
Lack of effective cleaning		<ul style="list-style-type: none"> • Adequate time for cleaning of dining halls between groups 	<ul style="list-style-type: none"> • Not currently required 		<ol style="list-style-type: none"> 1. 2. 3.
Staff at increased risk from the virus		<ul style="list-style-type: none"> • Whenever possible, vulnerable workers should be considered for roles where they can work from home • That clinically vulnerable workers should work from home if possible if not then consider moving clinically vulnerable workers into lower risk activities where they have the highest chance of remaining 2m away from others • Putting measure in place for staff who have been abroad within the last 2 weeks to a country not identified within the air bridge scheme. They should be advised to quarantine 	<ul style="list-style-type: none"> • Not currently required 		<ol style="list-style-type: none"> 1. 2. 3.

Pupils at an increased risk from the virus		<ul style="list-style-type: none"> • Pupils may still be identified as needing to shield and if advised to do so following recent guidance they should not attending school, additional arrangements would need to be made for their education • Pupils who are clinically vulnerable – medical advice should be followed to identify if they should attend school and what controls need to be implemented. Most will be able to attend school but medical advice should be followed. • Pupils living with someone who is shielding (if the individual is advised to continue to shield) – only attend school if stringent social distancing can be guaranteed and the pupil can understand to follow the instruction. If not they should not attend school. Most people previously shielding can attend school but advice should be sort from a medical professional 	<ul style="list-style-type: none"> • Not currently required 		<ol style="list-style-type: none"> 1. 2. 3.
Common areas		<ul style="list-style-type: none"> • Creating additional space by using other parts of worksite or building that have been freed up by remote working or other pupils who are not at school • Reconfiguring seating and tables to maintain spacing and reduce face-to-face interactions and maintain social distancing where possible 	<ul style="list-style-type: none"> • Not currently required 		<ol style="list-style-type: none"> 1. 2. 3.
Work places and work stations		<ul style="list-style-type: none"> • Using floor tape or paint to mark areas to help employees keep to a 2m distance 	<ul style="list-style-type: none"> • Not currently required 		<ol style="list-style-type: none"> 1. 2. 3.
Transport to and from school		<ul style="list-style-type: none"> • In line with government guidance discourage the use of public transport • Stagger arrival and leaving times to allow for an increase in private cars, walkers and cyclists • Group together pupils within the same bubble 	<ul style="list-style-type: none"> • Not currently required 		<ol style="list-style-type: none"> 1. 2. 3.



		<p>if at all possible</p> <ul style="list-style-type: none">• If drivers and pupils are within 2m of each other, suitable face covering should be worn (for those over 11 years old)• When public transport is used the school should liaise with the transport provider to discuss suitable controls including: Staggered transport times, social distancing on the transport, hand sanitation and the use of face coverings• Put a process in place for the removal and disposal of face coverings when pupils and staff who use them arrive at school			
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