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 an inherently safer system, where the risk of transmission of infection is substantially 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
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, such as detergents and bleach
5) minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)

Staff Principles

1. Do not come to work if you have coronavirus symptoms or go home as soon as these develop (informing your manager) and access a test as soon as possible. For latest information on symptoms see https://www.nhs.uk/conditions/coronavirus-covid-19/
2. 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.
3. Use the 'catch it, bin it, kill it' approach.
4. Avoid touching your mouth, nose and eyes.
5. Clean frequently touched surfaces often using standard products, such as detergents and bleach.
6. 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 (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).
7. Consider avoiding calling pupils to the front of the class or going to their desk to check on their work if not necessary.
8. 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.
9. Prevent your class from sharing equipment and resources (like stationary).
10. Keep your classroom door and windows open if possible, for air flow.
11. Limit the number of children from your class using the toilet at any one time.
12. Limit your contact with other staff members, and don't congregate in shared spaces, especially if they are small rooms.
13. Make sure you've read the school's updated behaviour policy and know what role in it you're being asked to take.

Gawsworth Primary School					
Aspect	**DfE Guidance**	**Mitigation Measures to Consider include :-**	**School Specific Mitigation Measures**	**Notes**	**Risk**
Minimise contact with anyone with symptoms - Procedures for medical care, isolation and confirmed cases	1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate for at least 7 days and should arrange to have a test. Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital. Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves or if the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test and Trace. Contain any outbreak by following local health protection team advice	Ensure that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 7 days and that anyone developing symptoms during the school day is sent home If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door 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. If they need to go to the toilet while waiting to be collected, they should use a separate facility if possible. The room must be cleaned and disinfected using standard cleaning products before being used by anyone else. PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). Everyone must wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. The area around the person with symptoms must be cleaned after they have left ▪ ▪ Child must self-isolate for at least 7 days and parents should arrange to have a test. Other members of their household (including any siblings) should self-isolate	School to follow procedures in Fallibroome Trust Risk Assessment. School to contact Mr R McNeil for advice where necessary. Where a child is awaiting collection, they will reside in the school meeting room next to the school offices. In these circumstances, the child will use the toilet in the school first aid room which is not to be used by other children or adults. PPE equipment – face masks, visors and gloves are located within the First Aid room. Staff to ensure that they know the procedures.		L

	Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).	for 14 days from when the symptomatic person first had symptoms. ▪ 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 and group should be sent home and advised to isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group, subsequently develops symptoms. ▪ If there appears to be an outbreak of more than one case in a school in different bubbles (DfE guidance 2 or more cases within 14 days), advice will be sought from local health protection team ▪ Temperature checks will not be used at the school.	Adults to book an appointment through with their nearest or most convenient facility. Temperatures may be checked if a child is feeling unwell.		
Handwashing	2) clean hands thoroughly more often than usual and for 20 seconds Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to	▪ ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. ▪ Consider where there are facilities for hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly ▪ Consider whether skin friendly skin cleaning wipes can be used as an alternative	▪ Teachers and TAs to remind the children and brief them about handwashing protocols ▪ Children to sanitise hands-on entry to the classroom, hand wash after toileting, before eating and after eating ▪ Children to wash their hands after nose blowing		L

	be needed for the foreseeable future. Points to consider and implement:	▪ building these routines into school culture, supported by behaviour expectations ▪ help ensure younger children and those with complex needs understand the need to follow them	▪ Children to apply hand sanitiser on entry and before eating ▪ Timetable for staggering hand washing in the toilet sinks in Reception, KS1 and KS2 and use of classroom-based sink facilities where possible ▪ Investigation of the supply of additional handwashing facilities ▪ Year 6 girls to access Accessible Toilet and Year 6 to use Gents to minimise chances of mixing with non-Y6 pupils ▪		
Respiratory Hygiene and masks	3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence will be kept under review.	• ensure there are enough tissues and bins available in the school to support pupils and staff to follow this routine. • ensure younger children and those with complex needs are helped to 'catch it, bin it, kill it', and all pupils understand that this is now part of how school operates.	• Classrooms fully stocked with tissues, hand-sanitiser and emergency PPE to encourage and instil good hygiene practices		L
Cleaning	4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach See the COVID-19: cleaning of non-healthcare settings guidance. By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the current advice on COVID-19: cleaning of non-healthcare settings guidance.	Put in place a cleaning schedule that ensures cleaning is generally enhanced and includes: ▪ more frequent cleaning of rooms / shared areas that are used by different groups ▪ frequently touched surfaces being cleaned more often than normal ▪ 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.	• Cleaning at the beginning of the day and end of the day • Daily cleaning of surfaces, tables and touch surfaces such as door handles with virucidal cleaner. • Children to support with wiping tables during the day and after lunch, using sanitising wipes. • Teachers to remove non-essential items from	COSHH rules regarding bleach	M

		▪ Tables and contact points must be cleaned regularly. ▪ 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. ▪ Tablets should be wiped several times daily and between use. If possible, avoid children sharing tablets. ▪ Contact points should be cleaned by cleaner at least once daily, including taps, toilet flushes, toilet seats, table surfaces, door handles, handrails, armrests, light switches etc. Staff will be required to supervise children cleaning surfaces and touch points when used such as computers and tablets. ▪ Bins must be emptied before they are full and at least once daily. ▪ Cleaner to wear long gloves. ▪ Virucidal cleaner to be used to clean items which cannot be done with soap which then is removed by water into a sink. ▪ Communication from teacher to cleaner should be left on the whiteboard in the classroom area at the end of each day. ▪ **Reception:** Children should be taught to wash their hands frequently, but particularly after using wheeled bikes, trikes and other large, movable toys. Children should be encouraged where possible not to touch their faces or to put objects in their mouths. Sharing stories, singing and playing outdoor games will help all children to socialise and resettle into familiar everyday classroom routines. ▪ **Infants and Juniors:**	classrooms and ensure that all surfaces such as teacher desks, children's tables and tops of shelving are clear and free from clutter at the end of the day for cleaning. • Stationery – pens, pencils and pencil cases order for children to keep individually and put away at the end of the day • Soft toys and fabrics to be washed and removed from classrooms • Children to bring in own, named water bottles and keep on tables. 2 can be brought in on hot days and taken home at the end of the day. • Water fountains strictly not to be used – turned off • Shared residual equipment in Reception outdoor classroom to be wiped down at the end of the day, with shared physical resources e.g. counting blocks placed in disinfectant box and washed by cleaning staff		

		▪ Desks should be wiped regularly. ▪ Teachers should have sanitising wipes available in the classroom. ▪ Any objects the children touch should be disinfected once use has finished.			
Social Distancing & Class Size and Groups – reducing contacts	5) minimise contact between individuals and maintain social distancing wherever possible We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and schools must consider how to implement this. Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum. The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on: • children's ability to distance • the lay out of the school • the feasibility of keeping distinct groups separate while offering a broad curriculum It is likely that for younger children the emphasis will be on separating groups, and for older children it will be on distancing. For children old enough, they should also be	• **Distancing** ▪ Physical contact such as handshakes and hugs should be avoided between educational staff ▪ Hygiene rules at the start and end of day. ▪ Staff and adults on site should endeavour to stay 1+m apart. ▪ Older children should be encouraged to keep their distance within groups, they should also be supported to maintain distance and not touch staff and their peers where possible. ▪ All teachers and other staff can operate across different classes and year groups to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can. ▪ Reduce the amount of time they are in face to face to contact ▪ Minimise time spent within 1 metre of anyone. ▪ Consider small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.	• School to record weekly which staff have had contact with multiple class bubbles e.g. PPA teachers, coaches etc • Totally Local School dinners to be served by grab bag packed lunches and eaten within the classroom in groups limited to thirty children (arrangement in place in September but to be reviewed for October) • Staggered break time timetable to be written and shared before implementation • Staggered drop-off and pick-up implementation for each class – Year 3-6 to enter school grounds via car park and field gate and line up at classroom doors only. Exit same way. Year 1-2 to enter school playground via pedestrian entrance and line up on the playground in two socially distanced groups. Children to enter the building via KS1 and KS2		L

	supported to maintain distance and not touch staff where possible. Given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups. 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	▪ Supply teachers, peripatetic teachers, specialists for SEND pupils etc. minimise contact and maintain as much distance as possible from other staff. **Equipment** ▪ Bring in water bottles and disposable sandwich bags for packed lunches. ▪ No children's bags to be brought in. ▪ Children to wear PE kits on PE days to save changing (There is no need for anything other than normal personal hygiene and washing of clothes following a day in a school. Uniforms do not need to be cleaned any more often or differently than usual) See also section teaching, learning and curriculum below **Mixing** ▪ Children should not mix with other classes – consider feasibility of staggered break and lunch times and staggered start and end of days ▪ Remind parents about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed. ▪ Consider minimising the number of middays working with each class/ bubble where possible ▪ Collection and drop off points and times agreed to ensure no cross over of groups ▪ Children to stay in designated zones outsides. ▪ Packed lunches to be eaten in classrooms ▪ Lunch to be eaten at the same desk in the classroom area. ▪ Children are not to access the building during lunch time unless for toileting and	doors with coats and disposable lunchbags only. Exit same way. Reception to enter the school grounds at and line up in the Reception outdoor area only. • Parents to have restricted access to the school grounds and drop children at respective entrances • Minimising contact between staff to avoid any cross infection, staff to minimise contact and only discuss with social distancing measures, e.g. socially distanced briefing at the beginning and end of each day regarding their year group timetables and planning • Consider the risks posed to staff and children in BAME categories and complete risk assessments where necessary according to the Trust risk assessment • Maintain the school's one way system. • Middays to work with specified phase only		

		only then, if it can be assured, that they will be with children from their own bubble. ▪ Children not to be send inside for first aid incidents, instead adult to contact office for a first aider to come to a designated point on the playground using the CB radio system ▪ Limit interaction, sharing of rooms and social spaces between groups as much as possible. **Measures elsewhere** ▪ avoid large gatherings such as assemblies ▪ movement around the school site kept to a minimum, avoiding busy corridors, entrances and exits. ▪ plan how shared staff spaces are set up and used to help staff to distance from each other.	• Adults visitors and volunteers to be strictly limited.		
PPE	6) where necessary, wear appropriate personal protective equipment (PPE) The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including: • where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained • where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used	▪ Teachers to have the option to wear a facial covering if they wish to do so ▪ Teacher should not wear gloves unless, unless they wish to do so, unless giving medical attention to a child with symptoms, waiting to go home. ▪ Staff to be briefed re safe use of masks and arrangements for disposal/ placing in sealed bag to take home for washing ▪ Continence issues and soiling should be dealt with strictly through the school's intimate care policy and use of PPE. ▪ Staff to wear PPE when alone with a chid showing symptom as they wait for parents in line with DfE guidance - If contact with the child or young person is necessary (or a distance of 2m cannot be maintained), then disposable gloves, a disposable apron and a	• Medicines to be signed in at the office in the normal way. Medicines to be handed in on a tray. Administrative staff will apply gloves and place the medicine into a plastic school before placing in the fridge. Administrative staff to take the medicine to the classroom at the relevant time wearing gloves and administer following the 1m+ social distancing procedure	School / Trust are working to source masks to be available for those who need them. Staff are welcome to wear their own. Cheshire East to provide small no. of sets of	L

	PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance. Read the guidance on safe working in education, childcare and children's social care	fluid-resistant surgical 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		PPE per school	
Staffing including communication	▪ 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	▪ RA to be carried out on return and repeated for staff by team leader to ensure their mental and physical health is considered. Concerns shared with SLT ▪ Promotion of Trust wellbeing resources on Trust website, including direction to external counselling where appropriate ▪ Individual support packages and interventions for staff. ▪ Home working where possible.	• Risk Assessment to be shared with all staff and discussed as H&S items on the September return INSET day. • Administrative staff to continue working through a blended approach of home-working and school-based working to ensure only one member of staff is working in the office		L
Behaviour Policy	Schools should consider updating their behaviour policies with any new rules/policies, and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. Further details are available at Behaviour and discipline in schools. Schools should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including	▪ Children who do not follow strict rules will be given two warnings. If they continue to disobey the strict rules on social distancing and or hygiene routines, then the leadership team may ring parents and that pupil may be sent home. ▪ Children are not to be inside the building alone during lunch time or dinner unless they have requested the toilet.	▪ Behavioural expectations to be sent out at the beginning of term ▪ Wet playtimes – children remain in their classrooms and middays supervise each phase individually from the corridor and only enter the classroom where strictly necessary.		M

	any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules. Schools will need to work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and should also consider how to build new expectations into their rewards system.				
Physical Building	We do not consider it necessary for schools to make significant adaptations to their site to enable them to welcome all children back to school. It is important that, prior to reopening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe. If buildings have been closed or had reduced occupancy during the coronavirus (COVID-19) outbreak, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease. Advice on this can be found in the guidance on Legionella risks during the coronavirus outbreak. Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on emerging from lockdown. Once the school is in operation, it is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak.	▪ Desks to be spaced as far as is practicable ▪ Corridors to be marked with feet for pupils to follow. ▪ All furniture not being used is to be stored and moved to another empty classroom or space ▪ Door closers to be removed and doors to be wedged open at all times including toilet doors (exceptions infant, staff and disabled). ▪ Children discouraged from bringing anything from home that is unnecessary. Only a water bottle and coat will be required with a lunch box if necessary. No rucksacks or book bags. ▪ Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation. ▪ Classroom spaces should be accessed from a singular entrance and preferably, directly from outside if possible. ▪ One way circulation to be implemented for corridors. ▪ Wedges to be used to keep doors open. **Reception classroom- Changes.** ▪ Reduce non-essential items	▪ Windows and external fire doors from classrooms to be kept open to ensure the circulation of fresh air ▪ Other firedoors to remain closed as per fire regulations ▪ Y2 ventilation system can be used on a low setting as it is a one-way system rather than a conventional air-conditioning/air-circulatory system ▪ Y2 classroom to have both doors open and music room windows open to increase ventilation as well as KS1 external firedoor open and corridor window ▪ CB radios for each class and the school office to ensure that messages can be given without unnecessary contact between different groups of adults, children		M

	In classrooms, it will be important that schools improve ventilation (for example, by opening windows).	**Isolation Room-** ▪ Meeting room identified as isolation room for children who become unwell during school day ▪ Remove all non-essential items in the isolation room. ▪ Include one table. **Outdoor Space** ▪ different areas identified for each bubble to play where space allows ▪ Outdoor education where appropriate to learning encouraged ▪ Outdoor equipment enhanced cleaning ▪ Children are not to enter the building alone during break time unless for the toilet. After toileting they must go straight back outside. **Signage** ▪ Consider signage for movement around external building for parents ▪ Use tape on floor to demarcate areas and walkways. ▪ Create hand sanitiser station posters and ensure toilets have washing hands posters.	▪ Staff use the CB radios to provide important messages rather than compromising the integrity of the one-way corridor system ▪ Remind the children how they will evacuate the building from their classrooms ▪ Explain procedures for evacuation and lining up on the playground in a socially distanced manner ▪ Carry out Fire Drill in the second week of term ▪ Rota for use of outdoor spaces – duty staff to use the outdoor spaces as much as possible – playground, Astro-Turf, school garden, school field		
Teaching, Learning and Curriculum	**Curriculum expectations** The key principles that underpin our advice on curriculum planning are: • education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. • the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.	**The content of teaching, learning and curriculum is not covered in this document. The focus here is on mitigating risks associated with transmission of virus. Lost learning and closing curriculum gaps will be addressed vis school and Trust development plans. These will include plans to ensure provision of remote learning and use of catch up funding.** ▪ Marking to be done with children/ oral feedback where possible and moving of books kept to a minimum ▪ Books marked in school where possible		staff feedback should be minimal due to current situation.	L

	• remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content: Aim to return to the school's normal curriculum in all subjects by summer term 2021: **Music** Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. **Physical Activity** Schools should refer to the following advice: guidance on the phased return of sport and recreation and guidance from Sport England for grassroot sport advice from organisations such as the Association for Physical Education and the Youth Sport Trust Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.	▪ Children have own set of equipment such as pens and pencils to use that are not 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. ▪ Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. ▪ Outdoor playground equipment should be more frequently cleaned. **Music** ▪ Consider physical distancing ▪ Consider playing outside wherever possible, limiting group sizes to no more than 15 ▪ Positioning pupils back-to-back or side-to-side, ▪ Avoiding sharing of instruments ▪ Ensuring good ventilation. ▪ Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies. **Physical activity in schools** ▪ Pupils should be kept in consistent groups, ▪ Sports equipment thoroughly cleaned between each use by different individual groups ▪ Contact sports avoided. ▪ Outdoor sports should be prioritised where possible, and school hall used where it is not, maximising distancing between pupils	▪ Music lessons and singing to be allowed although within the guidance guidelines. ▪ Peripatetic teachers will be able to teach in school but office to record which children they have worked with through the week. ▪ Swimming lessons may take place each term once swimming pools are opened and following Swim England guidance. Only one year group at a time may go and no mixing of bubbles.		

		▪ Paying scrupulous attention to cleaning and hygiene.	Children may travel on the coach where only one year group is present.		
Movement- Parents	▪ encouraging parents and children and young people to walk or cycle to their education setting where possible	▪ Parents should not enter the school building where children circulate under any circumstances. ▪ Markings on the floor for one way only around the school for drop offs and pickups. ▪ Only one parent should drop off and collect children. ▪ Spots for parents to stand on and wait that are 2m apart. ▪ No go zone for teachers to stand in and release pupils	▪ Parents may speak the office staff in the atrium but may not enter further into the building	Consider signage	L
Toilet facilities	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	▪ Door wedges to keep the doors semi open to ensure privacy but keep ventilation. ▪ Caretaker and cleaner to check soap supply is adequate	▪ Year 6 girls to access Accessible Toilet and Year 6 to use Gents to minimise chances of mixing with non-Y6 pupils ▪ Other year groups to use their own designated toilets. Children to attend during timetabled breaks and within lessons through radio communication to ensure that they are not already in use by more than two children at a time.		M
First Aid	PPE is not necessary for first aid if there are no symptoms of Coronavirus	▪ **If Coronavirus is suspected any first aid should be administered with PPE and child/ adult should be sent home in line with RA on suspected cases above** ▪ Individual teachers / middays (with first aid online training) should administer basic first aid in the first instance.			H

		▪ 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 outside their classroom door for parents. ▪ Middays/ adult to cb radio into the office for a first aider to attend an outside incident after moving child to a designated space on the field, not send the child in.			
Communication to and from Parents	▪	▪ Essential correspondence sent out via letter or email. ▪ Detailed letter of new measures sent ▪ Any forms or messages from parents should be emailed to the school office ▪ Communicate methods of entry and exit to the school grounds. ▪ Use of signage	▪ School to continue to use current systems for communication - letters and Gawsworth Guardian emailed from school office, messages from individual teachers through Class Dojo or school email. School to send out communication of measures through Scopay email.		L
Shielding and clinically vulnerable children and adults.	**Adults** Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, we expect that most staff will attend school. **Pupils who are shielding or self-isolating** We now know much more about coronavirus (COVID-19) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are high. Therefore, the majority of pupils will be able to return to school. You should note however that: • a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have	**Adults** Latest guidance - advice for those who are clinically-vulnerable, including pregnant women, and advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 – should be followed Risk assessment of vulnerable members of staff to be completed, home working to be considered if appropriate to role/ elements of role **Pupils**			M

	had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19) • shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Read the current advice on shielding • if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below). • some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment). You can find more advice from the Royal College of Paediatrics and Child Health at COVID-19 - 'shielding' guidance for children and young people.	▪ Clinically extremely vulnerable pupils with pre-existing medical conditions should not enter school and should remain at home. ▪ Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, immediate offer of access to remote education. ▪ Class teacher to monitor engagement with this activity			
Visitors inc. volunteers ▪	▪ consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. ▪ Where visits can happen outside of school hours, they should. A record should be kept of all visitors.	▪ Any visitors or volunteers to be aware of site guidance for distancing and hygiene ▪ Parents should not enter the school building beyond the office atrium. Practically all communication should be done via email, telephone or conference call.	▪ School to limit visitors and volunteers in school to a minimum. ▪ School to ensure that normal on-site monitoring of H&S is continuing, including ensuring that all statutory servicing is		L

		▪ Visitors to school by appointment only and outside of school hours where possible ▪ Record of all visitors including date should be retained	carried on, preferably out of hours. If this is not possible, cyclical maintenance contractors will follow strict sanitising procedures upon entry and carry out work where no staff or children are present		

Entry and Exit Times from September 2020

- Staggered drop-off and pick-up implementation for each class –

Year 5 and 6 to enter school grounds via car park and field gate at 0840 and line up at classroom fire doors in two socially distanced lined – entry to Y6 and Y5 classrooms via classroom fire doors with coats and lunch boxes only. Exit same way at 1450.

Year 3 and 4 to enter school grounds via car park and field gate at 0850 and line up at classroom fire doors in two socially distanced lined – entry to Y4 and Y3 classrooms via classroom fire doors with coats and lunch boxes only. Exit same way at 1500.

Year 1 and 2 to enter school playground via pedestrian entrance at 0900 and line up on the playground in two socially distanced groups. Children to enter the building via Y1 firedoor and KS1 door with coats and lunchboxes only. Exit same way at 1510.

Reception to enter the school grounds at 0910 and line up in the Reception outdoor area and enter via Reception firedoor. Exit to pedestrian entrance at 1520 – these procedures will take effect once the EYFS transition arrangements have taken place.