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# ROAD MAP FOR OPENING

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JUNE 2020: V4

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### Planning Note

The safety and wellbeing of our staff and children is paramount. We are committed to a participative approach. We will be working with our staff – and indeed families and communities – to discuss and share plans, as they are developed.

Plans are based on the hierarchy of measures recommended by the Scientific Advisory Group on Emergencies (SAGE). Additionally, all leaders monitor the government guidance in relation to expectations during this period: <https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing>. RPA have been consulted for liability (see H&S Policy). This is not without risk. But the approach that we are taking is based on comprehensive risk assessments. Planning will take account of the needs, vulnerabilities and concerns of all staff and children. If for any reason (for example, because an unusual number of staff are shielding, living with someone who is extremely vulnerable, or otherwise vulnerable themselves) it is not possible to implement opening in the way outlined in government guidance, then we limit what we do to what is safe. We will adopt a cautious, phased approach. We work closely with our legal advisors to support our risk reduction protocols.

Because this is a new virus, we cannot expect the science to be able to give us all the answers. Science can tell us (tentatively and with various levels of confidence) about risks to specific groups. But it cannot tell us everything. We must be guided by the science and seek to do what is right

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based on the best evidence we have. We are committed to finding optimum solutions meaning we will work together with staff, regulators and families in the interests of our children and our collective future.

## 1. Principles and Context

Following the outbreak of COVID-19, and under the direction of the DfE (March 2020), Raedwald Trust academies were repurposed to offer a 'safe haven' for all of its children. A key aspect of the 'safe haven' model is to secure education *at a distance* in the form of home delivered, digital and onsite learning. Learning onsite has been offered as a last resort to children of key workers and those with specific needs. As the weeks have progressed, we have experienced an increased need for onsite provision.

Along with other settings, the Raedwald Trust continues to monitor further DfE guidance about the official re-opening of schools, beginning with the request to widen offer from June 1<sup>st</sup>. For Raedwald Trust, phase 1 of the national plan mandates a focus on EYFS, Yr1, Yr6, Yr10 and Yr11. It is worth noting that for all stakeholders, government guidance is not straightforward and the need to plan measured flexibilities is crucial our school leaders. Public Health and Safeguarding will be prioritised whilst ensuring a broad curriculum offer to as many students as possible in as many different ways as practical. This road map is designed to reassure and support all members of the Raedwald Trust community through increasing the understanding of our safety procedures, and our renewed purpose, as we gradually move forward and receive more students, staff and visitors on site.

- a. Principles for the Raedwald Trust Community
  - i. The Trust values and ethos are central to all discussions
  - ii. DfE and Public Health England guidance is monitored rigorously and applied in order to minimise the risk of infection
  - iii. Regular and frequent reviews are held between the Trust, leaders across the local area and national partners to ensure Trust actions are interrogated before implementation
  - iv. Site leaders will ensure sites are well maintained, safe and clear by following rigorously the H&S Manual, At A Glance Checklist and COVID-19 Risk Assessments issued by the Trust.
  - v. Site leaders will notify the CEO in the event that they are not able to fulfil the duties laid out in the H&S Manual, At A Glance Checklist, and COVID-19 Risk Protocols.

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b. Principles for Staff

- i. The safety of staff will be paramount to minimise the risk of infection at each stage of the 'reopening plan'
- ii. The staff risk register, maintained by Trust Business Mangers, is accurate, updated regularly and used to inform staff work streams and allocations.
- iii. Staff are well informed of their expectations as different phases of the reopening are implemented and amended in response to the pandemic both pre and post vaccine.
- iv. The well-being and health of staff engaged in all work streams is considered and appropriate support offered.

c. Principles for Children and Families

- i. The safety and safeguarding of children is of paramount importance. Stringent processes are sustained to offer both proactive and reactive action.
- ii. The establishment of site based routines and behaviours will be shared with children and their families through newsletters, training and effective signage
- iii. The curriculum will continue to be developed so as to ensure a high quality education programme across home and on site provision
- iv. Families are able to access additional information about any of our onsite safety processes as required

The Raedwald Trust recognises that there are a large number of scenarios likely to inform the 're-opening' process. The Raedwald Trust also recognises that crucial need to reshape its educational offer by exploring fundamental paradigm norms. As this reshaping takes place, the Raedwald Trust is committed to working with local and national partners to design new approaches capable of yielding long term benefits.

## 2. Calculating the Risk

Throughout this document, the risk has been established using the following criteria below.

Residual Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	Major: Causes major physical injury, harm or ill-health.	H	H	H
	Severe: Causes physical injury or illness requiring first aid.	H	M	L
	Minor: Causes physical or emotional discomfort.	M	L	L

## 3. Broad Strategic Plans

The following section provides an overview of the measures that will be evaluated by site leaders as they measure a phased increase of children leading up to the full capacity.

Risk	Risk Prior to Action	Controls	
To minimise the potential spread of Covid-19		<p><b>Site access arrangements</b></p> <ul style="list-style-type: none"> <li>Staggered start and finish times for staff and children considered to reduce contact. Rotational arrangements for children coming on to site to be considered</li> <li>Controlled and supervised entry to buildings to ensure appropriate child and staff sanitisation is applied</li> <li>Appropriate PPE is worn if identified in DfE guidance</li> <li>Clear signage and distance markers to reinforce basic protocols across the site</li> <li>Where feasible, clearly defined one-way systems minimise the risk of contact.</li> <li>Breaks are supervised in defined open outdoor areas at staggered times (if appropriate)</li> <li>Staggered Lunchtimes - children asked to bring own food to school. Where this is not likely, school to supply individual lunch boxes to children. Designated eating areas with distance markers in place.</li> </ul>	

	<ul style="list-style-type: none"> <li>• PPE equipment available in designated area near isolation room</li> <li>• Regular cleaning of shared areas throughout the day to minimise risk</li> </ul> <p><b>Classroom and other learning spaces</b></p> <ul style="list-style-type: none"> <li>• Staff and children respect DfE social distancing recommendations with identified adult/child ratios applied</li> <li>• Where appropriate, children are taught in a suite of classrooms or a restricted area of the site to support recommendations for social distancing in AP settings, as detailed by DfE</li> <li>• Classrooms receive a thorough clean after each session according to DfE Guidance</li> <li>• No shared resources are used in a classroom.</li> <li>• Practical lessons are encouraged with risk reduction protocols in place</li> </ul>	
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### 3a. Full Information Source & Considerations Undertaken By the Raedwald Trust

<b>Health and safety</b>	<ul style="list-style-type: none"> <li>• Carry out statutory site checks, if required (DfE guidance <a href="#">here</a>)</li> <li>• Assess net capacity assessments/ audits for all sites to determine a safe level of occupation</li> <li>• Commission deep cleaning of all sites</li> <li>• Ensure classrooms and corridors are marked out and signage and safety barriers are put in place (DfE guidance on social distancing <a href="#">here</a>)</li> <li>• Assess what PPE is required and purchase thereof (guidance on PPE is included in this <a href="#">guidance</a>)</li> <li>• Agree and commission enhanced cleaning arrangements for each site – likely to include but not limited to toilets to be cleaned after each break and lunchtime, door handles, common equipment and vertical surfaces commonly touched cleaned more frequently, hand sanitiser at school entrance, lidded bins in every classroom double bagged and emptied frequently (guidance on cleaning in non-healthcare settings <a href="#">here</a> and <a href="#">here</a>)</li> <li>• On a site by site basis, ensure a plan is in place for toilet use (one pupil at a time) and other common spaces e.g. lunch arrangements and outside space/break times</li> </ul>
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	<ul style="list-style-type: none"> <li>• Agree a policy and procedures should a child or adult fall ill on site, fall ill having recently been on site and/or if a number of people fall ill related to a particular site (DfE guidance on prevention and control <a href="#">here</a> , NHS guidance on what to do if you or someone you live with has coronavirus <a href="#">here</a>, guidance for households with possible coronavirus infection <a href="#">here</a> and guidance on testing <a href="#">here</a>)</li> <li>• Ensure there is a critical path decision making process in case of the need for further closures, or scaling back operations, to address local infections</li> <li>• Agree a protocols related to shared items (e.g. books, toys, practical equipment) and approach to cleaning these</li> <li>• Assess transport-related health and safety risks and how these can be mitigated</li> </ul>
<b>Pupils and parents</b>	<ul style="list-style-type: none"> <li>• Assess parental/family confidence and reach evidence-informed assumptions of potential number of pupils returning to each school – assume the maximum number of eligible pupils to ensure your schools can cope even if you believe there will be fewer pupils</li> <li>• Assess number of pupils with EHC plans returning and ensure arrangements are in place to keep them and the adults with whom they will be working, safe (DfE guidance on children with SEND <a href="#">here</a> and guidance on risk assessments <a href="#">here</a>)</li> <li>• Assess the number of vulnerable pupils and ensure appropriate support is in place for them (DfE guidance on supporting vulnerable pupils <a href="#">here</a>)</li> <li>• Audit wider family services supporting mental health, bereavement, domestic violence etc in order to be able to signpost/refer families where required (Public Health England has published <a href="#">guidance on supporting children and young people’s mental health, Every Mind Matters</a> and <a href="#">advice for groups with specific mental health needs</a>)</li> </ul>
<b>Workforce and HR</b>	<ul style="list-style-type: none"> <li>• Audit staff to determine workforce that can physically return to school i.e. those not shielding, self-isolating, pregnant, clinically vulnerable, showing symptoms or living with any of the above (government guidance on <a href="#">self-isolation</a>, <a href="#">household isolation</a>, <a href="#">social distancing</a> and <a href="#">shielding and protecting people defined on medical grounds as extremely vulnerable</a>)</li> <li>• Decide on approach to staff with childcare commitments who are otherwise fit to return to school</li> <li>• Assess staffing requirements to open each school safely, in addition to teaching and support staff, at least one head/ deputy, at least one person with first aid training, at least one person with up to date DSL training, cleaning staff</li> </ul>

	<ul style="list-style-type: none"> <li>- If a particular school is unsafe to open, then put in place alternative arrangements e.g. redeploy staff, retain or create a hub with a geographically proximate school if it is safe to do so (DfE guidance on cluster and hub provision <a href="#">here</a>)</li> <li>• Agree deployment and responsibilities of staff not physically returning to school</li> <li>• Agree the in-principle policy for keeping staff who are returning to school safe provision of safety equipment like hand sanitisers</li> <li>• Determine whether those staff returning to school sites require training and schedule training days</li> <li>• Consider what arrangements might be put in place for staff wellbeing – both those staff returning to school sites and those working from home</li> <li>• Consider any amendment to the procedure for staff absence reporting</li> </ul>
<b>Curriculum and timetabling</b>	<ul style="list-style-type: none"> <li>• Agree the curriculum plan for pupils returning to school and those continuing to learn at home</li> <li>• Plan how key workers’ children and vulnerable children provision will run alongside returning year groups (online learning resources <a href="#">here</a>, Oak National Academy <a href="#">here</a>, technology support <a href="#">here</a>, guidance for parents on supporting home learning <a href="#">here</a>, guidance for parents of children with SEND to support home learning <a href="#">here</a> and EEF best evidence in remote learning can be found <a href="#">here</a> - there is also a <a href="#">summary of findings</a> and a <a href="#">toolkit</a> to support home learning. DfE has also published case studies using various methods to <a href="#">adapt the curriculum for remote education</a> to best meet the needs of pupils and <a href="#">adapt teaching practice for remote education</a> and <a href="#">keep pupils engaged</a></li> <li>• Ensure that there is a staffing plan and timetable for each school, including any special arrangements e.g. staggered starting and ending times of the school day, drop off and collection and/or break and lunch arrangements</li> </ul>
<b>Policies and procedures</b>	<ul style="list-style-type: none"> <li>• Review at least the following policies and procedures: <ul style="list-style-type: none"> <li>- Health and safety</li> <li>- Child protection and safeguarding – check that you have COVID-19 addendum to your child protection policy (general guidance <a href="#">here</a>, guidance for children’s social care services <a href="#">here</a>, safeguarding and remote education <a href="#">here</a>)</li> <li>- Attendance (guidance on attendance during COVID-19 <a href="#">here</a> and the <a href="#">Educational Setting Status</a> form, via the DfE portal (<a href="https://form.education.gov.uk/service/educational-setting-status">https://form.education.gov.uk/service/educational-setting-status</a>) from June 1<sup>st</sup></li> <li>- Behaviour</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>- Exclusions</li> <li>- Pastoral/Welfare</li> <li>• Consider whether enhanced safeguarding and welfare provision needs to be put in place – plan for the potential increase in disclosures and welfare needs including mental health</li> <li>• Amend procedures for fire drills</li> <li>• Assess whether any other trust and/or school-based policies and procedures need to be reviewed and amended</li> <li>• Consider whether any delegations in your scheme of delegation need to be amended for a specified period or on-going</li> </ul>
<b>Supply chains and contracts</b>	<ul style="list-style-type: none"> <li>• Reactivate and amend catering and/or cleaning contracts, including bringing staff out of furlough where necessary</li> <li>• Reactivate supply chains</li> <li>• Agree free school meals provision and work with your catering supplier to determine how and when food will be arranged and served (DfE guidance on FSM <a href="#">here</a>)</li> <li>• Check suppliers know and understand appropriate social distancing and hygiene arrangements</li> <li>• Agree approach to any scheduled or ongoing building works in relation to safety</li> </ul>
<b>Communications</b>	<ul style="list-style-type: none"> <li>• Plan and agree communications to staff, including but not limited to: <ul style="list-style-type: none"> <li>- Arrangements for keeping staff and pupils safe</li> <li>- Staff deployment and attendance expectations</li> <li>- Curriculum and timetabling</li> <li>- Workload and wellbeing</li> <li>- Training</li> </ul> </li> <li>• Agree systems in place for regular briefings for all staff (those returning to school and those continuing to work from home)</li> <li>• Plan and agree communications to parents/carers, including but not limited to: <ul style="list-style-type: none"> <li>- Keeping your child safe</li> <li>- Attendance expectations</li> <li>- Uniform expectations</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- The curriculum</li> <li>- Transport/dropping off and picking up</li> <li>- Parents visiting only when strictly necessary, by appointment</li> <li>• Agree the frequency of communications with parents or delegate to school-level</li> </ul>
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Decisions and actions to manage the financial and educational impacts and regulatory and accountability environments

<b>Financial impacts</b>	<ul style="list-style-type: none"> <li>• Ensure additional cost pressures due to COVID-19 have been identified and an end-of-year forecast which factors them in has been produced for the board</li> <li>• Assess whether schools in the trust are eligible for financial support (DFE has published <a href="#">guidance</a> on the financial support schools and trusts will receive to reimburse them for exceptional costs incurred during COVID-19. These relate to increased premises-related costs; support for free school meals for eligible children who are not attending school and where those costs are not covered by the FSM national voucher scheme and additional cleaning costs</li> <li>• Assess impact on reserves and review reserves policy</li> <li>• Assess impact on three-year financial strategy</li> <li>• Explore additional sources of income</li> <li>• Review policy and procedures related to fraud (see <a href="#">Fraud Control in Emergency Management: COVID-19 UK government guide</a>)</li> </ul>
<b>Educational impacts</b>	<ul style="list-style-type: none"> <li>• Keep educational impacts under review – ensure a trust-wide plan is in place to assess educational impacts, specifically gaps in learning, and that the plans address these in the short and medium term</li> </ul>
<b>Regulatory environment</b>	<ul style="list-style-type: none"> <li>• Consider the implications of Eileen Milner’s <a href="#">letter</a> to Accounting Officers which advises on the requirements for financial returns, and the AFH requirements, during the COVID-19 crisis</li> <li>• Agree a plan for internal scrutiny – ESFA has confirmed that it is at boards’ discretion whether remote checks are feasible and helpful in managing risk during COVID-19</li> </ul>

	<ul style="list-style-type: none"> <li>• Agree the arrangements for external audit and associated returns - ESFA has confirmed that the current timetable should remain</li> <li>• Keep under review the statutory timescales for returns that have been paused or deferred - ESFA published <a href="#">guidance</a> on reducing burdens which includes a full list of returns that have been cancelled, paused or deferred</li> </ul>
<b>Accountability environment</b>	<ul style="list-style-type: none"> <li>• Scrutinise the executive's arrangements for teacher assessments and the submission of grades for public examinations (FAQs on the decision around public examinations <a href="#">here</a>. Ofqual has also published <a href="#">information</a> about how GCSEs, AS and A levels will be awarded this summer, an <a href="#">update</a> on summer 2020 GCSEs, AS and A level grades for students in year 10 and below and for private candidates and <a href="#">guidance</a> for teachers, students, parents and carers</li> <li>• Review the arrangements for school and trust accountability and the performance management policy in the light of DfE <a href="#">guidance</a> on how school and trust external accountability will be handled this year. (Schools and trusts will not be held to account based on exams and assessment data from summer 2020 and data will not be used by others, such as Ofsted and local authorities, to hold schools and trusts to account)</li> </ul>

Additionally, the Raedwald Trust monitors regularly the overview of scientific advice and information on COVID-19 which can be found [here](#). It should be noted that papers from SAGE meetings are being published in tranches. The first batch was released on 20th March and further batches will be released every couple of weeks. The list of papers released to date is available by following this [link](#), including several schools-related papers. This list will be updated to reflect papers considered at future meetings.

Find below our key data source website addresses, in full.

GOVERNMENT PUBLISHED COVID-19 GUIDANCE	
Preparing for the wider opening for the wider opening of schools from 1 June 2020	<a href="https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools">https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools</a>
Opening schools for more children and young people- initial planning framework for schools in England	<a href="https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/opening-schools-for-more-children-and-young-people-initial-planning-framework-for-schools-in-england">https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/opening-schools-for-more-children-and-young-people-initial-planning-framework-for-schools-in-england</a>
Actions for educational and childcare settings to prepare for wider opening from 1 June 2020	<a href="https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020">https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020</a>

Implementing protective measures in education and childcare settings	<a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a>
Closure of educational settings – information for parents and carers	<a href="https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers">https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers</a>
<b>HSE PUBLISHED COVID-19 GUIDANCE</b>	
How will the HSE regulate during COVID-19	<a href="https://www.hse.gov.uk/news/hse-regulatory-activity-during-coronavirus.htm">https://www.hse.gov.uk/news/hse-regulatory-activity-during-coronavirus.htm</a>
Summary Guidance	<a href="https://www.hse.gov.uk/news/assets/docs/working-safely-guide.pdf">https://www.hse.gov.uk/news/assets/docs/working-safely-guide.pdf</a>
RIDDOR Reporting of COVID-19	<a href="https://www.hse.gov.uk/news/riddor-reporting-coronavirus.htm">https://www.hse.gov.uk/news/riddor-reporting-coronavirus.htm</a>
Face masks face fit testing	<a href="https://www.hse.gov.uk/news/face-mask-ppe-rpe-coronavirus.htm">https://www.hse.gov.uk/news/face-mask-ppe-rpe-coronavirus.htm</a>
Work equipment examinations and testing	<a href="https://www.hse.gov.uk/news/work-equipment-coronavirus.htm">https://www.hse.gov.uk/news/work-equipment-coronavirus.htm</a>
How to manage legionella risk during COVID-19	<a href="https://www.hse.gov.uk/news/legionella-risks-during-coronavirus-outbreak.htm">https://www.hse.gov.uk/news/legionella-risks-during-coronavirus-outbreak.htm</a>
Protecting home workers during COVID-19	<a href="https://www.hse.gov.uk/toolbox/workers/home.htm">https://www.hse.gov.uk/toolbox/workers/home.htm</a>
Drivers welfare and hours of work	<a href="https://www.hse.gov.uk/news/drivers-transport-delivery-coronavirus.htm">https://www.hse.gov.uk/news/drivers-transport-delivery-coronavirus.htm</a>
First aid cover	<a href="https://www.hse.gov.uk/news/first-aid-certificate-coronavirus.htm">https://www.hse.gov.uk/news/first-aid-certificate-coronavirus.htm</a>
Talking with workers about preventing COVID-19	<a href="https://www.hse.gov.uk/news/assets/docs/talking-with-your-workers.pdf">https://www.hse.gov.uk/news/assets/docs/talking-with-your-workers.pdf</a>
Register for alerts	<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>
<b>OTHER GUIDANCE</b>	
Comprehensive and up to date list of employees who are classified as clinically extremely vulnerable and clinically vulnerable	<a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/guidance-for-households-with-grandparents-parents-and-children-living-together-where-someone-is-at-increased-risk-or-has-symptoms-of-coronavirus-cov">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/guidance-for-households-with-grandparents-parents-and-children-living-together-where-someone-is-at-increased-risk-or-has-symptoms-of-coronavirus-cov</a>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/87401/1/Stay_at_home_guidance_diagram.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/87401/1/Stay_at_home_guidance_diagram.pdf</a>
	<a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</a>
Risk assessment	<a href="https://www.hse.gov.uk/services/education/example-risk-assessments.htm">https://www.hse.gov.uk/services/education/example-risk-assessments.htm</a>

## Appendix 1 – Detailed Risk register for (enter name of academy)

**Assessment Created by:** (enter name of person responsible on site)

**Assessment created on:**

**Assessment covers:** Staff, pupils, contractors, visitors, volunteers

Residual Risk rating High (H), Medium (M), Low (L)		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	Major: Causes major physical injury, harm or ill-health.	H	H	H
	Severe: Causes physical injury or illness requiring first aid.	H	M	L
	Minor: Causes physical or emotional discomfort.	M	L	L

Area for Concern (Children)	Risk Rating Prior to Action	Control Measures	In Place (Yes/No)	Further Action/Comment	Residual Risk Rating (H/M/L)
1. Spread of Covid-19 Coronavirus (Generic – more detailed information below)		<ul style="list-style-type: none"> <li>Stringent hand washing taking place.</li> <li>See hand washing guidance.</li> <li><a href="https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/">https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/</a></li> <li>Drying of hands with disposable paper towels. <a href="https://www.nursingtimes.net/news/research-and-innovation/paper-towels-much-more-effective-at-removing-viruses-than-hand-dryers-17-04-2020/">https://www.nursingtimes.net/news/research-and-innovation/paper-towels-much-more-effective-at-removing-viruses-than-hand-dryers-17-04-2020/</a></li> </ul>			
2. Is there access to enough sinks with hot water and soap for the number of					

	students and staff in school?				
3.	Appropriate signage alerting all staff, children to the need for high standards of hygiene is not in place				
4.	Action if children refuse PPE guidance or break site based arrangement		Child supervised during personal washing Further training is provided for child		
5.	Child develops Covid19 symptoms during the day		Cleaning takes place in the areas occupied by the child Protocols for the cleaning of the areas visited by child are adhered to		
6.	On entry to building identifying cleaning stations and appropriate use guidance		Children trained in the correct use of cleaning stations Children understand the impact and sanctions relating to the incorrect or lack of use of stations		
7.	Children who are vulnerable in terms of personal hygiene standards		Staff support the home environment in ensuring that personal hygiene habits are improved. Child's risk assessment updated and available on School Pod		
8.	Catering arrangements to avoid the risk of the spread of the virus		Children to bring their own refreshments on site unless identified as unable Children in need have food delivered to them		

9.	Children do not display symptoms but later found to have the virus		<p>Make family aware of their responsibility to self-isolate.</p> <p>Track and trace within site to identify and inform all those who may have been in contact to self-isolate</p> <p>If there are siblings within and at primary schools, make centres aware of the need for isolation.</p>			
12.	Unwell children attend the school.		<p>Make family aware of their responsibility to self-isolate</p> <p>Isolate the child and contact family</p> <p>Decide how the child will return home safely</p> <p>Track and trace within site to identify and inform all those who may have been in contact to self-isolate</p> <p>If there are siblings within and at primary schools, make centres aware of the need for isolation</p>			
13.	Siblings are reported to have been taken ill during the school day		<p>Make family aware of their responsibility to self-isolate.</p> <p>Isolate the child and contact family</p> <p>Decide how the child will return home safely</p> <p>Track and trace within site to identify and inform all those who may have been in contact to self-isolate.</p>			
14.	Curriculum coverage and delivery arrangements		<p>Pre-plan the areas of curriculum that can be delivered remotely or by independent learning.</p> <p>Pre-plan phased approach to curriculum delivery based on proportions of child attending over a given time to ensure student coverage and to keep children 'in-step'.</p> <p>Design and deliver a 'recovery curriculum' (see Barry Carpenter's work) focussing on learner wellbeing and health.</p>			

			Site arrangements take into account resource need such as Labs/workshops/ICT suites.			
15.	Power, ICT, landline or phone outage		<p>Prepare cascaded manual communication protocols to ensure the safety of children.</p> <p>Agree protocols to release children and send home if safe to do so</p>			
16.	Child injury requiring close physical support		<p>Agree team with PPE and skills to intervene</p> <p>Follow emergency service advice on movement or securing the area by removing other occupants</p> <p>Agree route by emergency services to the patient</p>			
17.	Children potentially spreading virus by using written workbooks (or school-based textbooks) that require teacher marking		<p>Books to be stored for agreed time to ensure minimal risk of viral transfer.</p> <p>Where appropriate, children responsible for self-assessment.</p>			
18.	Working with children who have needs meaning they are operating within special school guidelines		<p>Staff must follow the site baed social distancing rules for both staff and children</p> <p>Arrangements for vulnerable students must be in place, particularly where they may not understand why social distancing is taking place</p> <p>Support staff to take care to clean between different lessons or groups – if this approach has been agreed</p> <p>RT Risk Assessment outlines risk reduction measures for children with specific needs</p>			
19.	Maintenance of class room ventilation					



20.	Isolation of children contaminates area while waiting to be collected from site owing to family illness or child becoming unwell		Contact networks are used to warn those who may have been in contact			
21.	Identification issues concerning vulnerable children upon return to site		Known vulnerable lists reviewed and new concerns added Students filtered 'out' rather than 'in' to vulnerable group Heightened awareness of vulnerability by all staff – including the wellbeing of students			
22.	Relevant medical conditions of all children attending the site during this time has changed		Raised awareness of all site teams of the need to respond to well-being as well as physical medical conditions Children deemed vulnerable if there are recent concerns relating to the return to site			
23.	Transportation difficulties of children attending school who usually use buses or taxis.		Social distancing agreements between site and transport which include children only travelling in the rear of vehicles. Communication by transport companies where drivers report sickness - resulting in child isolation.			
24.	Group size in relation to social distancing guidelines		Extended leadership takes a view and acts according to the safe operating within the environment available The Trust makes clear to families of the rationale for decisions regarding child numbers in rooms			

25.	Fire evacuation arrangements render the social distancing redundant.		Protocols agreed for the movement of children during fire evacuation. At meeting point, COVID19 site specific physical distancing procedures apply			
26.	Potential for spreading virus during social times		Breaks and movement reduced to a minimum  Staggered starts adhered to			
Area for Concern (Staff)	Risk Rating Prior to Action	Control Measures	In Place (Yes/No)	Further Action/Comment	Residual Risk Rating (H/M/L)	
1.	Spread of Covid-19 Coronavirus (Generic – more detailed information below)	<ul style="list-style-type: none"> <li>• Stringent hand washing taking place.</li> <li>• See hand washing guidance.</li> <li>• <a href="https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/">https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/</a></li> <li>• Drying of hands with disposable paper towels.</li> <li>• <a href="https://www.nursingtimes.net/news/research-and-innovation/paper-towels-much-more-effective-at-removing-viruses-than-hand-dryers-17-04-2020/">https://www.nursingtimes.net/news/research-and-innovation/paper-towels-much-more-effective-at-removing-viruses-than-hand-dryers-17-04-2020/</a></li> <li>• Staff encouraged to protect the skin by applying emollient cream regularly</li> <li>• <a href="https://www.nhs.uk/conditions/emollients/">https://www.nhs.uk/conditions/emollients/</a></li> <li>• <a href="https://www.gov.uk/government/publications/covid-19-guidance-on-social-distancing-and-for-vulnerable-people">https://www.gov.uk/government/publications/covid-19-guidance-on-social-distancing-and-for-vulnerable-people</a></li> </ul>				
2.	Is there access to enough sinks with hot water and soap for the number of					

	students and staff in school?				
3.	Supply and quality of PPE availability is insufficient in school		Where stocks are low and at risk of running out, Central Team are informed and appropriate plans are made to close down the site		
4.	Regime of cleaning within the site		All cleaning staff are specifically trained in deep cleaning		
5.	Appropriate signage alerting all staff, students to the need for high standards of hygiene is not in place				
6.	Safety protocols not clearly displayed and understood by all		<p>Safety procedures are reviewed to ensure that the site based social distancing protocols provided by the DfE for AP settings can be adhered to at all times</p> <p>Fire evacuation procedures are reviewed and adjusted to allow for social distancing protocols</p> <p>There is agreement and signage relating to any site reorganisation that takes place</p>		
7.	Staff /child interactions if restraint is required		Protocols are clear when this type of incident takes place. Protocols are derived from DfE guidance		
8.	Site lapse in following Government or locally agreed guidance		<p>Protocols written as a result of initial guidance to be re-evaluated</p> <p>Named site staff member responsible for continued monitoring and recording quality control of systems tightens systems</p>		

9.	ICT equipment is not cleaned		Protocol for cleaning including timings and responsibilities			
10.	Science , Technology and practical subjects arrangements and use of equipment		Protocol for cleaning including timings and responsibilities			
11.	Physical Education arrangements and use of equipment		Protocol for cleaning including timings and responsibilities  Clear cleaning roles, timings and people responsible are clarified and monitored by HoS  Records maintained of equipment cleaning			
12.	Music education arrangements and use of equipment		Protocol in the sharing of instruments to be prepared and adhered to  Classroom protocols to apply to be applied for all group rehearsals			
13.	Staff member develops Covid19 symptoms during the day		Isolation protocols are agreed for those staff demonstrating high temperatures  Contact networks are attempted to warn those who may have been working in proximity to staff			
14.	On entry to building cleaning stations are not used correctly		Staff trained in the correct use and importance of cleaning stations			
15.	Control measures for high risk visitors (eg key worker NHS staff) bringing the Covid19 virus		Protocols are agreed relating to visitors who should be allowed into the site  Protocols are in place for the impact of Ofsted inspectors visiting the school			

	into site inadvertently.		<p>Protocols are in place for other visitors, such as Governors, LA representatives or external professionals to ensure the safety of staff and students</p> <p>Protocols are in place for staff and student movement as a result of emergency services called to the school</p>			
16.	<p>HoS/DSL staff are aware of those required to attend or be at home on a particular day</p> <p>Calling systems for students at home are well established and utilised for ALL students</p>		<p>staff are aware of those required to attend or be at home on a particular day</p> <p>Attendance recording methodology ensures that students are safe</p> <p>Calling systems for students at home are well established and utilised for ALL students</p> <p>There is an agreement as to how attendance will be recorded for statistical purposes</p>			
17.	Children who are vulnerable in terms of personal hygiene standards		<p>Protocols exist for staff to support children who have personal hygiene issues</p> <p>Staff ensure that these children are using the hygiene stations appropriately</p> <p>Staff support the home environment in ensuring that personal hygiene habits are improved.</p>			
18.	Dealing with the concerns of Unions and staff associations		<p>Professional associations are included in discussions and informed of the rationale of key decisions</p> <p>Where necessary, HR professionals support staff relating to any concerns regarding their personal safety</p>			
19.	Dealing with control measures responses		<p>Through QA procedures, gaps in control measures are responded to rapidly</p> <p>At all levels, concerns regarding control measures should be reported and action taken where necessary</p>			

			There may be a consideration for a control measures group to be formed which involves senior and premises staff			
20.	Guidelines are not followed by a staff member		Response by line manager and, where necessary HR to correct the position  Training is provided to ensure that the member of staff understands the rationale behind the protocol or procedure.			
21.	Dealing with communications with staff		The communication of control measures should be regularly tested by key staff  Gaps in knowledge should lead to a training event for staff  Any incident should be evaluated for learning and possible adaptation to systems  Communication systems should be reviewed			
22.	Staff member fails to report a family member confirmed positive for the virus		A decision to isolate and remove the staff member from the premises should be taken as a priority  Contact networks should be established where possible and those people should isolate  The staff member should be communicated with by TBM			
23.	Staff member fails to report that they are unwell but attends school		A decision to isolate and remove the staff member from the premises should be taken as a priority  Contact networks should be established where possible and those people should isolate  The staff member should be communicated with			
24.	Issues arising from levels of staff absence		Site leaders analysis of staffing confirms the absence figures  Staff availability drives the decision on numbers of students possible to teach in school  Consideration of the safe redeployment of trust staff			

			<p>Decision on the site priority in terms of year group / proximity to examination / vulnerability and previous time in school</p> <p>A joint decision is based on the possibility of a medium-term adjustment to the timetable rather than any short-term changes to ensure that there is continuity.</p> <p>The rationale of the decision is shared widely to ensure understanding by all, including staff, students, parents and the public</p>			
25.	Dealing with supply staff arrangements		<p>A decision to isolate and remove the staff member from the premises should be taken as a priority</p> <p>Contact networks should be established where possible and those people should isolate</p> <p>The staff member should be communicated with</p>			
26.	Catering arrangements		<p>Arrangements for the consumption of food must follow agreed social distancing protocols.</p> <p>All food to be pre packed and individually portioned</p>			
27.	Cleaning staff absence					
28.	Dual placements accessed by vulnerable students		<p>Significant controls required as contact and infection risk increased</p> <p>Coordination between centres to facilitate single placement</p>			
29.	Virus confirmed positive for staff member who was in school the previous day or week		<p>Track and trace within site to identify and inform all those who may have been in contact to self-isolate</p> <p>Decide if necessary, to lock down area/campus for deep clean</p> <p>Remind staff member of the importance to self-isolate</p>			
30.	Amended curriculum coverage		<p>Pre-plan the areas of curriculum that can be delivered remotely or by independent learning</p>			

			<p>Pre-plan phased approach to curriculum delivery based on proportions of students attending over a given time to ensure student coverage and to keep students 'in-step'. Recovery Curriculum applied</p> <p>Site arrangements take into account resource need such as Labs/workshops/ICT suites</p> <p>Pre-plan for each key stage and year group the resource needs for staged return to school</p> <p>Pre-plan to identify gaps within school populations through on entry assessment</p>			
31.	Power, ICT, landline or phone outage		<p>Prepare cascaded manual communication protocols to ensure the safety of staff</p> <p>Agree protocols to release and send staff home if safe to do so</p>			
32.	Staff injury requiring close physical support		<p>Agree team with PPE and skills to intervene</p> <p>Follow emergency service advice on movement or securing the area by removing other occupants</p> <p>Agree route by emergency services to the patient</p> <p>Team to clean themselves and remove/replace PPE</p>			
33.	Students potentially spreading virus by using written workbooks (or school-based textbooks) that require teacher marking		<p>Books to be stored for agreed time to ensure minimal risk of viral transfer</p>			
34.	Staff lending equipment for lessons		<p>Every student to be required to be self-contained in terms of writing equipment at all times</p>			



			<b>No sharing of equipment to take place</b>		
35	Staff operating with students within special school guidelines		<p>Staff must follow the social distancing rules for both staff and students</p> <p>Arrangements for vulnerable students must be in place, particularly where they may not understand why social distancing is taking place – recorded on individual RT Risk Assessment</p>		
36.	Maintenance of class room ventilation				
37.	Inefficient distribution of 'critical' or 'key workers' defined for each scenario		Site leads ensure 'safe' ratios are adhered to		
38.	Relevant medical conditions of all staff attending the school during this time has changed		<p>Raised awareness by site of the need to respond to well-being as well as physical medical conditions</p> <p>Staff deemed vulnerable if there are recent concerns relating to the return to school</p>		
39.	Transportation difficulties of staff attending school who usually use buses or taxis.		<p>Staff reminded of the need for social distancing on transport</p> <p>Staff reminded of the need to adopt strict personal cleaning regime on arrival to school</p>		
40.	Vulnerable staff (those with underlying health conditions, pregnant women and		<p>TBM aware of staff who may feel vulnerable and maintain contact regularly</p> <p>Staff asked to make the trust aware of likely vulnerability of family members</p> <p>site adopts a protocol for staff members who consider themselves more vulnerable</p>		

	BAME) risk infection				
41.	Staff who live with or care for vulnerable people working from home risk infection		<p>TBM aware of staff who may feel vulnerable and maintain contact regularly</p> <p>Staff asked to make the trust aware of likely vulnerability of family members</p> <p>Site adopts a protocol for staff members who consider themselves more vulnerable</p> <p>TBM and Associations maintain close working relationships to avoid potential difficulties</p>		
42.	Support for staff working		<p>Site and Trust vulnerable to action by Associations for perceived lack of care and safety</p> <p>Quality Assurance and Quality Control of all systems are well documented</p>		
43.	Staff meeting with parents and carers re risk infection		Staff / families contact should take place digitally or within adult social distancing norms		
44.	Fire evacuation arrangements render site based social distancing redundant		Protocols agreed for the movement of children during fire evacuation		
45.	Potential for spreading virus during social times		<p>Breaks and movement reduced to a minimum</p> <p>Staggered starts adhered to</p>		
46	Leader visibility to safeguard site and community		Redeployment of leaders to provide for improved 'gate keeping'		

Area for Concern (Visitors)		Risk Rating Prior to Action	Control Measures	In Place (Yes/No)	Further Action/Comment	Residual Risk Rating (H/M/L)
1.	Spread of Covid-19 Coronavirus (Generic – more detailed information below)		<ul style="list-style-type: none"> <li>• Stringent hand washing taking place.</li> <li>• See hand washing guidance.</li> <li>• <a href="https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/">https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/</a></li> <li>• Drying of hands with disposable paper towels.</li> <li>• <a href="https://www.nursingtimes.net/news/research-and-innovation/paper-towels-much-more-effective-at-removing-viruses-than-hand-dryers-17-04-2020/">https://www.nursingtimes.net/news/research-and-innovation/paper-towels-much-more-effective-at-removing-viruses-than-hand-dryers-17-04-2020/</a></li> <li>• Staff encouraged to protect the skin by applying emollient cream regularly</li> <li>• <a href="https://www.nhs.uk/conditions/emollients/">https://www.nhs.uk/conditions/emollients/</a></li> </ul> <p><a href="https://www.gov.uk/government/publications/covid-19-guidance-on-social-distancing-and-for-vulnerable-people">https://www.gov.uk/government/publications/covid-19-guidance-on-social-distancing-and-for-vulnerable-people</a></p>			
2.	On entry to building cleaning stations are not used correctly		Visitors trained in the correct use of cleaning stations			
3.	Control measures for high risk visitors (eg key worker NHS staff) bringing the Covid19 virus into site inadvertently.		Visitors trained in the correct use of cleaning stations			
4.	Children who are vulnerable in terms of		Staff support the home environment in ensuring that personal hygiene habits are improved.			

	personal hygiene standards				
5.	Catering arrangements		Suppliers and deliveries must follow the arrangements agreed regarding any visitor to the site		
6.	Children do not display symptoms but later found to have the virus		Make family aware of their responsibility to self-isolate		
7.	Unwell children attend the site		Make family aware of their responsibility to self-isolate		
8.	Siblings are reported to have been taken ill during the day		Make family aware of their responsibility to self-isolate		
9.	Isolation of child contaminates area while waiting to be collected from site owing to family illness or child becoming unwell		Family reminded of responsibility to socially isolate  Site specific isolation procedures: (please insert)		
10.	Transportation difficulties of children attending school who usually use buses or taxis.		Social distancing agreements between school and transport which include students only travelling in the rear of vehicles  Communication by transport companies where drivers report sickness - resulting in student isolation		



## Appendix 2: Site Re-Opening Checklist



To be completed in conjunction with the RT Risk Register Document.

Site:

Assessment made by:

Person Responsible:

Last Updated: 1<sup>st</sup> June 2020

People and HR	Premises	Curriculum	Timetable	Health and Safety and Public Health	Safeguarding and Welfare	Routines	Transport	Communication
PPE for Staff as gov guidance – TBM to set up store	Allocate a quarantine room – HoS	HoS Risk Managing own curriculum needs – statement from each site to central team	Staff to pupil plan produced by HoS outlined on RA	All desks, door handles and touch points cleaned with disinfectant, – HoS to produce RA and oversee	Contactless thermometers to be use to log individuals temp on site based spreadsheet – HoS to oversee	Hand shaking to be discouraged - Letters to be sent HT/HoS	Home visits via Taxi - RA being rewritten	Being a clean school will be a priority for families.– HoS weekly contact with families
PPE for First Aiders – TBM to set up site based store	Allocate full time high contact area cleaning	Review of classrooms and child allocation – HoS to submit	Where possible students remain	Children told to arrive with thoroughly washed hands, and must wash hands and use the hand sanitisers that are placed at	Infection control training for students	Classrooms and offices to have a clear desk	Vehicles to be cleaned after use	Ensure the cleaning of toilet cubicles is agreed and

	rota – TBM to lead through contract or other	access plan to TBM	together and in the same classroom at the same desks – HoS to submit plan	entrances and in classrooms – HoS to produce RA & oversee	- Virtual ‘assembly’ before return. HoS to oversee	policy in place - Policy change HT/HoS	(HoS to oversee)	adhered to – TBM Discussion with cleaning staff
Staff to be asked to follow guidelines Weekly update from TBM	Toilets area to be cleaned frequently – Record sheet to be produced and used HoS to manage	Changing room Risk Assessment produced by site leaders (sport/off site)		Parents and visitors are not allowed on the school premises at all ( unless on the allowed list kept at reception)- HoS		Individual stationery sets allocated to each staff member and students – no sharing of equipment HoS to oversee	Consider how children arrive (HoS to RA)	Spot checks on cleaning are carried out – TBM to establish routine
Review receptions for protective measures – TBM /HoS to review		Science/Food/DT/ Music practical lessons to be modified (HoS to produce Risk Assessments)		Hand sanitiser stations to be put around the building especially at entrance and exit areas – HoS to oversee	Parents evening to be done remotely - - HT/CEO to send letter	Children with symptoms need to stay home until a test has been taken and/or the period of		Catering/ cleaning staff must wear PPE to prevent contamination - Discussion with cleaning

						isolation has been completed. Children who come to school with symptoms are sent home immediately		and catering company
Infection control training for all staff – TBM to locate- (e course)	Yellow bins to be bought for First Aid room – TBM to procure	Science required practicals (% of exam) to be considered and control measures put in place – HoS Risk Assessment		Staff trained in new CPR – no mouth to mouth TBM to locate training and update spreadsheet	Medical items handed to reception – TBM to review protocol in H&S Manual			
Group and individual Risk Assessments to be produced for working with students – HT/HoS to produce	antibacterial wipes for identified areas – TBM to order	Any practical examination subjects to be discussed - Art/Drama – HoS Risk Assessment		Keyboards to be cleaned before and after use - sanitisers to be placed in ICT/Music Rooms – HoS to oversee	All children need to be self-sufficient for the day either bringing their packed lunch, drink and pencil case or allocated by			



					site – HoS to set up			
Comprehensive audit of staff available to return to school – Central Team				Tell children, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (COVID-19) – LL to produce Posters / HoS to ensure displayed on entrance points	Break time and lunchtimes are staggered. HoS to submit RA and action			
No personal items to be delivered to RT premises – TBM / HoS to manage				PPE stocks are low and at risk of running out, HoS inform TBM and appropriate plans are made to close down that area or in extreme cases the school -	Start times and end times of the school day to be staggered HoS to oversee			
				Where appropriate, as per PHE guidance, masks to be worn by staff and student – including outside visitors HoS to oversee	RPI Risk Assessment in place HoS to create and implement.			

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### Appendix 3: PPE Table by Site

Scenario	PPE & Preventive Measure in place	Recommendation

## Appendix 4: Existing and Additional Control Measures by Site

COVID-19 Risks – existing and additional control measures		
Site:		
Document Owner:		
Date of Review:		
PREMISES	Action required	By who and date
<b>Cleaning</b>		
Have you considered what new cleaning regime will need to be implemented before the premises are re-opened and once you are re-opened either partially or fully?		
Have you considered a clean as you use system for class rooms and shared areas		
Subject to security and fire risk can doors be kept open to reduce the need for contact and improve ventilation		
Could handles or frequently touched surfaces be covered to reduce surface contact		
Have you considered a general cleaning regime and more regular cleaning for specific risk areas such as		

welfare areas and communal areas		
Have you ensured the cleaning regime is well communicated to staff and pupils e.g. through signage		
Have you considered how signage will be adapted to aid the understanding of younger pupils?		
Have you considered measures to address activities that younger pupils may not be able to undertake independently e.g. washing their hands?		
What cleaning should be considered if an employee or pupil is diagnosed with Covid 19		
<i>Traffic routes</i>		
Can you provide dedicated entrance and exits to your premises?		
Is it possible to provide markings on the floor both inside the premises and in the car park and entrance to the premises?		
Is there space to operate a one-way system across the		

entire or part of the premises?		
Is there space to accommodate small classroom groups of no more than 15 pupils?		
How can you manage “pinch points”?		
Can you further regulate use of high traffic areas such as corridors, lifts, walkways to maintain social distancing		
Can you make greater use of outdoor space for lessons and welfare breaks		
Can you configure communal areas, including canteens to allow employees and pupils to maintain social distancing? Could you remove furniture to achieve this		
If not can consider a system of “one in one out” for such facilities		
Should you close some cubicles within toilets to reduce risk of contact at less than 2 metres		
If you receive deliveries what arrangements will you make		

to allow visiting drivers to access welfare facilities?		
Can classroom layouts be re configured to ensure social distancing		
Can you reduce movement of employees and pupils by discouraging non-essential trips within buildings and across sites		
<i>Inspection and testing</i>		
Is building inspection or premises testing required before you re-open? If so, consider the risks of re-opening and the possible temporary control measures you will need to implement until those inspections are carried out.		
<b>OPERATIONS AND PEOPLE</b>		
Are control measures in place still effective or required taking into account changes or proposed changes to working practice		
Consider whether the full curriculum can be taught if equipment needs to be shared e.g. practical lessons.		

<p>How will you manage visitors to your premises? Can you devise a policy that requires employees to consider alternatives including video conferencing rather than face to face meetings? If that is not possible, can you devise a policy to sign visitors whilst maintaining social distancing and reducing sharing of equipment e.g. visitors badges?</p>		
<p>Have you considered the practicalities of staggering the school start and finish times to minimise the risk of employees and pupils not being able to manage social distancing guidelines as they arrive, and leave school each day?</p>		
<p>Would reducing face to face contact, increased use of sanitiser in addition to washing facilities and keeping work spaces clean assist</p>		
<p>Is it practical to introduce small classroom groups in any part of your business e.g. can groups of pupils routinely</p>		

work together to reduce contact with others		
In the event of a staff shortage what procedures are in place to manage effective cover / pupil to staff ratio whilst maintaining group size?		
Can you allocate permanent desks and classrooms to avoid pupils having to share spaces?		
How do you ensure that employees and pupils make greater use of hand sanitiser and more regularly wash hands		
Can you identify who is able to return to work without the use of public transport		
If your business operates transportation for employees and/ or pupils is it still possible to do so? Are there any alternative systems you could implement – making car parking available or increasing the number of school buses running?		
How will your systems be communicated to non-employees e.g. visitors,		



contractors and members of the public		
What are key things employees, pupils and parents/ carers need to know e.g. change in break times; changes to arrival and departure times; instructions regarding cleaning; instructions re washing hands; instructions regarding social distancing		
What measures have you put in place for well-being including of those working at home		
Do you have a system for dealing with an employee or a pupil who falls ill at school, including during the period in which a pupil who falls ill is waiting to be collected?		
How will you ensure employees who wish to wear face coverings at work are reminded that the key preventative and protective measures remain social distancing, hand washing and that such coverings should be used in accordance with Govt guidance NB separate and		

specific guidance exists for NHS and healthcare organisations		
Are staff aware of the circumstances when it is appropriate to wear PPE, what PPE to wear, how to use it and where to find it?		
Have you reviewed your RIDDOR reporting duties in respect of COVID-19? Are your staff competent to determine if a COVID-19 infection is reportable?		
<b>EQUIPMENT</b>		
Can any equipment be replaced to reduce risk		
Can necessary statutory inspections continue		
How is equipment to be cleaned and what is the frequency of that cleaning		
Is required PPE e.g. for members of staff providing intimate care to pupils, still available and being provided or where a child displays symptoms and a 2 meter distance cannot be kept		

	Action required	By who and date
How will you ensure employees are consulted and workers views are taken into account at all stages		
Will staff require new or refresher training – how will this be delivered and documented		
Have you considered whether or not you will need to update your discipline and behaviour policy in relation to new rules around site?		
Would it assist to develop particular business wide polices such as social distancing policy or a hygiene policy or should these be site specific?		
If you are an employer of over 50 people how will you publish your risk assessment		
What methods will you use to communicate COVID control measures and information to employees and others		
Are you aware of the arrangements for testing of staff and pupils with		

symptoms of Covid-19 and how do you communicate this to staff and parents?		
What signage will be used to communicate to employees and others		
How will employees or others be aware that equipment is not in use or parts of the premises are closed		
Has equipment been taken out of use e.g. soft toys that are hard to clean		
How will you promote good hygiene throughout the day including “catch it, kill it, bin it”?		
How will employees be able to continue to comment upon system and procedures and be consulted going forward		
How will you ensure an effective review process i.e. time bound reviews, review upon changes of systems and processes		