

# 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 school. See [COVID-19: guidance for households with possible coronavirus infection](#)
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 disinfectant products
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 a senior member of staff) and access a test as soon as possible.
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 and wrists 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. Establishing and displaying a class protocol is recommended practice.
9. Prevent your class from sharing equipment and resources (like stationery).
10. Keep your classroom door and windows open if possible, for air flow. Mag Locks should be used to secure doors open where fitted.
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

All aspects of this recovery plan and risk assessment will be reviewed before each phase is implemented.

Aspect	Measures to Implement	DfE Guidance	Notes	Risk
<b>Policies &amp; Procedures</b>	<ul style="list-style-type: none"> <li>This recovery plan and risk assessment should be implemented alongside the school's usual <a href="#">policies and procedures</a> which are available for parents to view on the school website.</li> </ul>		<p>Staff and governors should refer to the school handbook for key policies and procedures:</p> <p><b>Folder 10:</b> Behaviour  <b>Folder 16:</b> Child Protection and Safeguarding  <b>Folder 23:</b> Crisis Management Plan  <b>Folder 26:</b> Fire Procedures  <b>Folder 27:</b> First Aid &amp; Medical Emergencies  <b>Folder 30:</b> Health &amp; Safety  <b>Folder 38:</b> Mental Health &amp; Well Being  <b>Folder 51:</b> Site Maintenance  <b>Folder 64:</b> Whistleblowing</p>	
<b>Staffing including communication</b>	<ul style="list-style-type: none"> <li>It is acknowledged that staff may feel uneasy about returning to school.</li> <li>Staff should be vigilant to the wellbeing of colleagues and share any concerns immediately. Staff should refer to the schools' Mental Health &amp; Wellbeing Policy (Folder 38 of the school handbook)</li> <li>All staff should aim to complete the following EduCare training courses before school resumes: <ul style="list-style-type: none"> <li><i>Mental Wellbeing in Children &amp; Young People</i></li> <li><i>Supporting Staff Wellbeing in Schools</i></li> <li><i>Dealing with Bereavement &amp; Loss</i></li> </ul> </li> <li>The school subscribes to the <a href="#">SAS Wellbeing Service</a> and all staff are encouraged to use the services available.</li> <li>Staffing rota to ensure only required staff are present in school.</li> <li>Home working where possible.</li> <li>Shift working established in the school office. One person in the office at one time.</li> <li>Parents are not permitted in the school building. Parents communicate with school through telephone or email, not face-to-face at the office.</li> </ul>	<ul style="list-style-type: none"> <li><i>'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'</i></li> </ul> <p>See: <a href="#">Implementing Protective Measures</a></p>	<p>Staff should refer to Folder 38 of the school handbook for</p> <ul style="list-style-type: none"> <li>- Mental Health &amp; Well Being Policy</li> <li>- Mental Health &amp; Well Being Guidance (Church of England)</li> <li>- Stress Management Guidance</li> <li>- Employee Guidance for Managing Stress</li> </ul> <p>SAS wellbeing services can be contacted entirely free and confidentially, 01773 814400 or visit <a href="https://schooladvice.co.uk/staff-wellbeing/">https://schooladvice.co.uk/staff-wellbeing/</a></p>	

<p><b>Staffing Rotas</b></p>	<ul style="list-style-type: none"> <li>Staff who meet the <i>extremely clinically vulnerable and shielding</i> criteria These staff are required to complete a self-declaration form and should stay at home to observe social distancing until further notice.</li> <li>As far as possible, each group of pupils will be assigned two members of staff who will remain the same for the half term.</li> <li>Changing staff within a group is discouraged within the same day, but is permissible if it's on a new day and the classroom environment has been cleaned.</li> <li>Staff wellbeing is important and rotas should allow for adequate PPA, breaks and lunch.</li> <li>The two members of staff in each group will cover each other's' PPA, breaks and lunch.</li> <li>As additional phases are implemented, it will be considered if lunchtime staff are required for supporting corridor supervision, ensuring social distancing in toilets, etc.</li> <li>Staff are encouraged to stay in their group rooms as much as possible.</li> <li>Staff room furniture is to be rearranged to encourage 2m social distancing and windows should be open.</li> <li>Staff may bring a deck chair for sitting in the open space outside the staffroom (again 2m distancing)</li> <li>Staff are encouraged to bring their own flask of hot drink and a prepared lunch to avoid congregating in kitchen spaces.</li> <li>Staff will be deployed in pairs to oversee the following groups of pupils:</li> </ul>	<p>See: <a href="#">Implementing Protective Measures</a></p> <p><i>'Keep cohorts together where possible and:</i></p> <ul style="list-style-type: none"> <li><i>ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days</i></li> <li><i>ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days'</i></li> </ul>	<p>Why two members of staff for each group of 15?</p> <ul style="list-style-type: none"> <li>- Covering each other's breaks, lunch and PPA.</li> <li>- Capacity to respond to emergency situations</li> <li>- To be a wellbeing 'buddy' and provide moral support.</li> <li>- Capacity to respond to pupils' wellbeing</li> <li>- Supervise movement of pupils and monitor visits to the toilet.</li> </ul>	
------------------------------	--	--	---	--

In Phase Order

	<p><b>Phase 1</b></p> <ul style="list-style-type: none"> <li>▪ Key Worker Group A (15 Pupils)</li> <li>▪ Key Worker Group B (If required 15 Pupils)</li> </ul> <p><b>Phase 2</b></p> <ul style="list-style-type: none"> <li>▪ Year 6 Group A: 15 Pupils</li> <li>▪ Year 6 Group B: 15 Pupils</li> </ul> <p><b>Phase 3</b></p> <ul style="list-style-type: none"> <li>▪ F2 Group A: 15 Pupils</li> <li>▪ F2 Group B: 15 Pupils</li> </ul> <p><b>Phase 4</b></p> <ul style="list-style-type: none"> <li>▪ Y1 Group A: 15 Pupils</li> <li>▪ Y1 Group B: 15 Pupils</li> </ul> <p>Foundation 1 is not prioritised at this time in line with Local Authority guidance.</p>			
<b>Pupils</b>	<p>Pupils will return to school in four phases:</p> <ul style="list-style-type: none"> <li>▪ <b>Phase 1</b> – Pupils of key workers and vulnerable pupils. Increased numbers are expected due to more parents returning to work.</li> <li>▪ <b>Phase 2</b> – Year 6 pupils will start attending.</li> <li>▪ <b>Phase 3</b> – Foundation 2 pupils will start attending.</li> <li>▪ <b>Phase 4</b> – Year 1 pupils will start attending.</li> </ul> <p>We will decide when to implement each phase only when it is safe to so. This will depend on several factors:</p> <ul style="list-style-type: none"> <li>• Staff availability</li> <li>• Number of pupils</li> <li>• Suitability of rooms</li> <li>• Confidence that groups can maintain the strict social distancing and infection control measures.</li> </ul> <p>Each phase will be separately risk assessed to take into account these and other factors.</p> <p>We are expecting to implement <b>phase 1</b> on <b>Monday 1st June</b>. There is no date or timescale for implementing the other phases.</p>	<p>See <a href="#">Critical workers who can access schools and educational settings</a></p> <p><i>‘As part of the response to coronavirus (COVID-19), educational settings have been asked to continue to provide care for a limited number of children and young people:</i></p> <ul style="list-style-type: none"> <li>• <i>those who are vulnerable</i></li> <li>• <i>those whose parents/carers are critical to the coronavirus (COVID-19) response.</i></li> </ul> <p><i>The government encourages vulnerable children and young people to attend educational settings unless they have underlying health conditions that put them at severe risk.</i></p> <p><i>During the coronavirus (COVID-19) outbreak, for the purposes of continued attendance at educational settings, vulnerable children and young people are defined as those who:</i></p> <ul style="list-style-type: none"> <li>• <i>are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child</i></li> <li>• <i>have an education, health and care (EHC) plan whose needs cannot be met safely in the home environment</i></li> <li>• <i>have been assessed as otherwise vulnerable by educational providers or local authorities (including children’s social care services), and who are therefore in need of continued education provision - this might include children on the edge of receiving</i></li> </ul>	<p>Statement from Wirral Council:</p> <p><i>‘We therefore do not expect childcare providers or schools to adhere to government guidance in terms of timescales or the suggested year groups if they judge this not to be in the best interest of children.’</i></p>	

	<p>Pupils who meet the criteria for 'extremely clinically vulnerable' should not return to school and are advised to shield in accordance with government guidelines.</p>	<p><i>support from children's social care services, adopted children, or those who are young carers, and others at the provider and local authority discretion</i></p> <p><i>Children and young people who are considered <a href="#">extremely clinically vulnerable and shielding</a> should continue to shield and should not be expected to attend.</i></p> <p><i>Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. A minority of children will fall into this category, and parents should follow medical advice if their child is in this category. Children and young people who live in a household with someone who is <a href="#">extremely clinically vulnerable and shielding</a> should only attend if stringent social distancing can be adhered to and the child or young person is able to understand and follow those instructions. Children and young people who live with someone who is clinically vulnerable (but not extremely clinically vulnerable) as defined in the <a href="#">social distancing guidance</a> and including those who are pregnant, can attend.'</i></p>		
<b>Behaviour Policy</b>	<ul style="list-style-type: none"> <li>▪ On the first day that pupils return, each group should establish a clearly understood protocol about how to behave and keep others' safe. Posters and classroom displays should be established as reminders. The protocol should cover:</li> <li>- Hand hygiene</li> <li>- Social Distancing</li> <li>- Movement around school</li> <li>- Use of toilets</li> <li>- Expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands</li> <li>- What to do if you're unwell</li> </ul>	<p>See <a href="#">Planning Guide for Primary Schools</a></p> <p><i>'In light of the need for children to behave differently when they return to school, and any new systems you have put in place to support that, you'll need to make changes to your behaviour policy. Behaviour policy changes will also need to be communicated to pupils, parents and staff.</i></p> <p><i>Areas schools may wish to add to their behaviour policy are:</i></p> <ul style="list-style-type: none"> <li>• <i>following any altered routines for arrival or departure</i></li> <li>• <i>following school instructions on hygiene, such as handwashing and sanitising</i></li> <li>• <i>following instructions on who pupils can socialise with at school</i></li> </ul>	<p>Staff should refer to Folder 10 of the school handbook for the <b>behaviour policy</b>.</p> <p>Requirement: Pupils to wear freshly laundered clothing each day. Bring in named water bottles and disposable sandwich bags. No other bags to be brought in. No PE can be taught yet so all PE bags to stay home.</p> <p><a href="#">e-Bug</a> has produced a series of helpful coronavirus posters for helping to establish protocols with pupils:</p> <ul style="list-style-type: none"> <li>• <a href="#">Horrid hands</a></li> <li>• <a href="#">Super sneezes</a></li> </ul>	

	<ul style="list-style-type: none"> <li>- Rules for using and sharing equipment</li> <li>- Altered routines</li> <li>▪ Staff should modify their teaching approach to keep a distance from children as much as possible, noting that this is not possible at all times, particularly in the younger year groups, which is why hygiene and hand cleaning is so important.</li> <li>▪ Staff must report to senior leadership any children who persistently flout the strict rules on social distancing and or hygiene routines. The issue will be discussed with parents and that pupil may be sent home.</li> <li>▪ Children are not to be inside the building alone during break time or lunch unless they have requested the toilet.</li> <li>▪ Toilet visits should be supervised by a member of staff to ensure social distancing is achieved.</li> </ul> <p>In advance of priority groups returning to school, staff should identify pupils with more challenging behaviour and plan for reasonable adjustments that might be made</p>	<ul style="list-style-type: none"> <li>• moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)</li> <li>• expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands</li> <li>• tell an adult if you are experiencing symptoms of coronavirus</li> <li>• rules about sharing any equipment or other items including drinking bottles</li> <li>• amended expectations about breaks or play times, including where children may or may not play</li> <li>• use of toilets</li> <li>• clear rules about coughing or spitting at or towards any other person</li> <li>• clear rules for pupils at home about conduct in relation to remote education</li> <li>• rewards and sanction system where appropriate</li> </ul> <p>Identify any reasonable adjustments that need to be made for students with more challenging behaviour.'</p>	<ul style="list-style-type: none"> <li>• <a href="#">Hand hygiene</a></li> <li>• <a href="#">Respiratory hygiene</a></li> <li>• <a href="#">Microbe mania</a></li> </ul>	
<b>Actions</b> <ul style="list-style-type: none"> <li>▪ Sort groups for different year groups- cross reference with class teachers</li> </ul>				
PPE	<ul style="list-style-type: none"> <li>▪ PPE, including face masks, should only be worn by staff if close intimate contact is required with a pupil, or the pupil is showing <a href="#">coronavirus symptoms</a>.</li> <li>▪ The following PPE is available to staff for this purpose and is stored in the medical room. <ol style="list-style-type: none"> <li>1. Face Masks</li> <li>2. Disposable gloves</li> <li>3. Disposable long-sleeved coats</li> <li>4. Eye Shields</li> </ol> </li> </ul>	<p>See: <a href="#">Implementing Protective Measures</a></p> <ul style="list-style-type: none"> <li>▪ 'Wearing a face covering or face mask in schools or other education settings is not recommended. Face coverings may be beneficial for short periods indoors where there is a risk of close social contact with people you do not usually meet and where social distancing and other measures cannot be maintained, for example on public transport or in some shops. This does not apply to schools or other education settings. Schools and other</li> </ul>	<p>For further guidance on safe working and the use of PPE, read <a href="#">Safer Working in Education &amp; Overview of scientific information on coronavirus (COVID-19)</a></p> <ul style="list-style-type: none"> <li>▪ The PPE listed in the risk assessment has been ordered for staff.</li> </ul>	



	<ul style="list-style-type: none"> <li>- PPE will also be provided by the LA.</li> <li>▪ Contenance issues and soiling should not be dealt with by staff. Parent should be contacted immediately, and children sent home. If parents cannot be contacted, and staff have no choice but to deal with continence issues, PPE must be worn.</li> <li>▪ In line with the most recent guidance from both DfE and Public Health England, PPE items 1-3 above are to be used in the following situations: <ul style="list-style-type: none"> <li>- Pupils whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way (this would include pupils who have known behaviours that would pose risk, such as spitting and biting where social distancing is not possible).</li> <li>- Where a pupil becomes unwell with symptoms of coronavirus while in school and needs direct personal care until they can return home.</li> <li>- In attending to a first aid situation where a distance of 2 metres is not possible and the pupil is bleeding, vomiting or coughing (as per the council's H&amp;S policy "Administering FirstAid during the Covid 19 Pandemic")</li> <li>- First Aid should ideally be administered in a well-ventilated room or an outdoor space. Staff should wear PPE items 1-3 above.</li> </ul> </li> <li>▪ Mr Burrows' office should be used to isolate pupils who exhibit <a href="#">coronavirus symptoms</a></li> </ul>	<p><i>education or childcare settings should therefore not require staff, children and learners to wear face coverings. Changing habits, cleaning and hygiene are effective measures in controlling the spread of the virus. Face coverings (or any form of medical mask where instructed to be used for specific clinical reasons) should not be worn in any circumstance by those who may not be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission.</i></p> <ul style="list-style-type: none"> <li>▪ <i>The majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including:</i> <ul style="list-style-type: none"> <li>▪ <i>children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way</i></li> <li>▪ <i>if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ The LA is also providing a supply of PPE.</li> </ul>	
<b>Actions</b>				
<b>Class Size and Groups</b>	<ul style="list-style-type: none"> <li>▪ No more than 15 in one group.</li> <li>▪ It is recognised that strict social distancing is difficult to achieve within a classroom</li> </ul>	See <a href="#">Planning Guide for Primary Schools</a>		

	<p>setting, which is why groups should not mix.</p> <ul style="list-style-type: none"> <li>Groups should remain apart from each other for the entire day and should not mix with other groups.</li> <li>Staff should not mix with other groups of pupils and should be timetabled to be together with the same group as much as is possible.</li> <li>Playtimes should be supervised by one of the 2 members of staff allocated to the group.</li> <li>Lunch time supervision should be shared between the 2 adults allocated to the group.</li> </ul>	<ul style="list-style-type: none"> <li><i>'For primary schools, classes should normally be split in half, with no more than 15 pupils per small group and one teacher (and, if needed, a teaching assistant). If there are any shortages of teachers, then teaching assistants can be allocated to lead a group, working under the direction of a teacher. Vulnerable children and children of critical workers in other year groups should also be split into small groups of no more than 15. Desks should be spaced as far apart as possible.'</i></li> </ul> <p>See: <a href="#">Implementing Protective Measures</a></p> <p><i>'Keep cohorts together where possible and:</i></p> <ul style="list-style-type: none"> <li><i>ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days</i></li> <li><i>ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days, recognising for secondary and college settings there will be some subject specialist rotation of staff</i></li> <li><i>ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. In schools, you may want to consider seating students at the same desk each day if they attend on consecutive days'</i></li> </ul>		
<b>Actions</b>				
<ul style="list-style-type: none"> <li><b>Do we need to distinguish the different groups to ensure they do not mix by accident? Use of coloured bands, stickers, hand stamps, etc</b></li> </ul>				
<b>Physical Building</b>	<ul style="list-style-type: none"> <li>Desks to be moved as far apart as possible to accommodate up to 15 pupils in each room. It is recognised that strict social distancing is difficult to achieve within a classroom setting, which is why groups should not mix.</li> <li>Channels to be created behind the desks for staff and other pupils to move if required.</li> </ul>	<p>See: <a href="#">Implementing Protective Measures</a></p> <ul style="list-style-type: none"> <li><i>Desks should be spaced as far apart as possible.</i></li> <li><i>Ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. In schools you may want to consider seating students at the same desk each day if they attend on consecutive days</i></li> </ul>	KS2 classrooms cannot be accessed directly from outside. Need to consider the safest route to each room.	



	<ul style="list-style-type: none"> <li>▪ All furniture not being used is to be moved and stored in the Y6 study bay, including soft furnishings which cannot be cleaned.</li> <li>▪ To prevent touching door handles and push pads and to improve ventilation in rooms, prop internal doors open.</li> <li>▪ In the case of the fire alarm being activated, Mr Burrows will ensure all internal doors are closed before leaving the building if safe to do so.</li> <li>▪ Internal doors to be closed by school caretaker before the school is locked each evening</li> <li>▪ Internal corridor doors to be held open using the installed mag locks.</li> <li>▪ Review school fire risk assessment to reflect any changes that have been made.</li> <li>▪ A fire drill will be undertaken weekly and as each new phase is implemented.</li> <li>▪ Children discouraged from bringing anything from home that is unnecessary. Only a named water bottle and coat will be required with a disposable lunch bag if required.</li> <li>▪ No rucksacks, PE bags or book bags.</li> <li>▪ Cloak rooms to be left empty.</li> <li>▪ Coats kept on the back of chairs, named water bottles and packed lunches on tables.</li> <li>▪ Group spaces should be accessed from a singular entrance and preferably, directly from outside if possible.</li> <li>▪ There are 2 separate spaces available for staff PPA. PPA time will be arranged so that only one adult will access each PPA space per day. Disinfectant spray will be available within each PPA space for staff to wipe the surface they are working at, door handles, etc. PPA spaces will be cleaned thoroughly by the cleaning staff at the end of each day.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Outdoor spaces should be effectively utilised for exercise and breaks and outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff.</i></li> <li>▪ <i>although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read <a href="#">COVID-19: cleaning of non-healthcare settings</a></i></li> </ul> <p><i>'In addition, childcare settings or early years groups in school should:</i></p> <p><i>-Consider how to keep small groups of children together throughout the day and to avoid larger groups of children mixing</i></p> <p><i>-Consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously</i></p> <p><i>-Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere</i></p> <p><i>-Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)</i></p> <p><i>-Do not use soft modelling or play dough as can't be effectively cleaned unless disposed after use by individual child.</i></p> <p><i>-Avoid water play consider how children and young people arrive at the education or childcare setting.</i></p>		
--	--	---	--	--

	<p><b>F2 classroom- Changes.</b></p> <ul style="list-style-type: none"> <li>Remove all non-essential furnishings and objects.</li> <li>Redesign classroom space in <b>F2 and Y2</b> to create two F2 group areas – both accessible from outdoors and sharing an outdoor space.</li> <li>Ensure physical spaces allows for 15 pupils to sit on the carpet area as far apart as possible.</li> </ul> <p><b>Use of Spaces (See map below)</b></p> <ul style="list-style-type: none"> <li><b>Hall / Year 4 classroom:</b> (Key Worker Groups)</li> <li><b>Year 5 &amp; 6 classrooms</b> (Y6 groups)</li> <li><b>Year 6 study bay</b> (Storage Area)</li> <li><b>Year 3/1 classrooms</b> (Year 1 groups)</li> <li><b>F2/Y2 classrooms</b> (F2 groups)</li> <li><b>F1 Classroom</b> (F1 group, although unlikely to be implemented)</li> <li><b>Staffroom:</b> For staff break and lunches (rearranged to encourage social distancing)</li> <li><b>Medical room:</b> Storage of PPE</li> <li><b>Meeting Room:</b> PPA space for staff</li> <li><b>Small Room:</b> PPA space for staff</li> <li><b>Mr Burrows' Room:</b> Reserved for pupil isolation if required (windows open for ventilation)</li> </ul> <p><b>Outdoor Space (See map below)</b></p> <ul style="list-style-type: none"> <li>Use of outdoor space is to be encouraged. Government advice explains that the virus has a lower transmission rate in an outdoor environment.</li> <li>Where lessons and weather permit, learning may take place outside. A group's designated outside space should be used to avoid mixing with other pupils. The forest school area</li> </ul>		<p>Break time activities are likely to need leading by the group staff to encourage social distancing, for example eye spy, word games, memory games, etc.</p> <p>Consider setting up outdoor sound system for socially distanced dancing, Zumba, etc.</p> <p>Initially in phases 1 and 2, we will have fewer pupils attending so</p>	
--	---	--	---	--

	<p>may also be used by one group at a time.</p> <ul style="list-style-type: none"> <li>▪ Day to day weather conditions will need to be considered and practicalities will vary, according to how many children are in school.</li> <li>▪ Outdoor equipment, tyre park and trim trail should not be used.</li> <li>▪ Children are not to enter the school building alone during break time or lunch time unless for the toilet. After toileting they must go straight back outside.</li> <li>▪ Toilet use should be monitored by an adult.</li> </ul> <p><b>Signage</b></p> <ul style="list-style-type: none"> <li>▪ Ensure toilets and corridors have posters displayed that encourage hand washing.</li> </ul>		<p>designated outdoor spaces will not need to be defined with markings. As pupil numbers increase, outdoor spaces can be marked with coloured cones. This will be reviewed as each phase is implemented.</p>	
--	---	--	--	--



<b>Teaching, Learning and Curriculum</b>	<ul style="list-style-type: none"> <li>Home learning will continue for all year groups and, as far as possible, pupils attending school will complete the same work with staff guidance.</li> <li>It is recognised that the current model of home learning is not sustainable when staff return to school. Therefore, a different, more sustainable procedure for home learning may need to be established to reflect these changing circumstances.</li> <li>Staff who are self-isolating or working from home will be available to support the home learning of pupils and to maintain contact with vulnerable pupils and 'silent' families.</li> <li>Staff will initially work with pupils to establish clear protocols in accordance with this risk assessment.</li> <li>Emphasis should be placed on planning activities that support pupils' wellbeing, outdoor learning, core skills and cross-curricular projects</li> <li>There will be no requirement for marking pupils' work, unless staff believe it is an essential part of the planning process.</li> <li>Where marking is necessary, pupils should be encouraged to self-mark.</li> <li>Where possible, pupils will have their own set of stationery.</li> <li>Exercise books should remain with pupils on their desk (collecting them in and handing them out should be avoided).</li> <li>Staff should avoid taking school work home to limit any potential contamination.</li> <li>Classroom staff should keep an attendance register daily (using a group list). Office staff will report the number of pupils attending each day to the DfE.</li> </ul>	<p>See: <a href="#">Implementing Protective Measures</a></p> <p><i>refresh the timetable:</i></p> <ul style="list-style-type: none"> <li><i>decide which lessons or activities will be delivered</i></li> <li><i>consider which lessons or classroom activities could take place outdoors</i></li> </ul> <p>NAHT Guidance:</p> <p><i>The government guidance refers to schools using their 'best endeavours' to provide home learning. This is an important phrase. There is no obligation or statutory duty on schools to continue to provide home learning in any specific way if and when pupils start to return. However, schools will want to be mindful of how they intend to address the issue of home learning going forwards when considering whether they can bring some year groups back to school. Any model needs to be sustainable as it could be that significant numbers of pupils remain at home for the foreseeable future. Leaders will need to consider the impact that bringing back additional groups of children might have on the school's ability to support home learning. We recommend this issue is a key consideration as schools think about any phased return. Schools will want to be very mindful of the feasibility and workload implications for staff when it comes to balancing school and home provision.</i></p>	<p>Expectations on marking pupils' work and providing feedback should be minimal due to current situation.</p>	
<b>Actions</b> <ul style="list-style-type: none"> <li><b>Home learning procedure to be revised (staff views are sought on this)</b></li> </ul>				

<b>Social Distancing</b>	<ul style="list-style-type: none"> <li>Physical contact such as handshakes and hugs should be avoided between school staff.</li> <li>Staff should endeavour to stay as far apart from each other as possible at all times</li> <li>Pupils should be sensitively encouraged to socially distance, although it is recognised this is difficult to achieve at all times, particularly in the younger year groups.</li> <li>Group protocols should address the importance of social distancing and establish the 'dos and don'ts' regarding physical contact.</li> <li>Activities that illustrate what 2m looks like should be a priority.</li> </ul>	<p>Social Distancing:  <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings#which-children-can-continue-to-attend-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings#which-children-can-continue-to-attend-education-and-childcare-settings</a></p>	<p>Social Distancing video for younger children:</p> <p><a href="https://m.facebook.com/story.php?story_fbid=1492222517615647&amp;id=754179914753248&amp;sfnsn=scwspmo&amp;extid=GRYnxPZmKjJ94vaW&amp;d=n&amp;vh=e">https://m.facebook.com/story.php?story_fbid=1492222517615647&amp;id=754179914753248&amp;sfnsn=scwspmo&amp;extid=GRYnxPZmKjJ94vaW&amp;d=n&amp;vh=e</a></p>	
<b>Timetable for Day</b>	<ul style="list-style-type: none"> <li>Groups will have a designated outdoor space, but outdoor spaces may be flexible depending on the pupils in school. Staggered break times and lunch times are planned to avoid all pupils being outside together.</li> </ul> <p>Daily Timetable (Accommodating all 4 phases at the same time)</p> <p><b>Group Times</b></p> <p><b>Phase 1</b></p> <p><b>Key worker:</b> 08:40 – 16:00</p> <p><b>Phase 2</b></p> <p><b>Year 6:</b> 09:00 – 15:40</p> <p><b>Phase 3</b></p> <p><b>F2:</b> 09:20 – 15:00</p> <p><b>Phase 4</b></p>	<p>See: <a href="#">Implementing Protective Measures</a></p> <p><i>'Reduce mixing within education or childcare setting by:</i></p> <ul style="list-style-type: none"> <li><i>staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time</i></li> <li><i>staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in. Groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms'</i></li> </ul>	<p>Lunch service will not take place in the hall. Designated lunchtime staff will deliver lunches directly to group rooms.</p>	



	<p><b>Y1: 09:40 – 15:20</b></p> <p><b><u>School Arrival</u></b></p> <p>08:30: Car Park closed with cones</p> <p>Parents will be informed that all pupils must be accompanied to school by an adult (Y6 cannot arrive unaccompanied)</p> <p>If hot weather is forecast, parents must apply sun cream to pupils before coming to school as staff cannot apply this.</p> <p>If a pupil is upset on arrival at school and cannot be separated from their parent or carer, staff are unable to intervene and the pupil should go home with their parent.</p> <p>Mr Burrows to monitor one-way system – pupils and parents arrive via the pedestrian path and drop off at the double green gate. Parents leave across the car park (movement of vehicles strictly prohibited)</p> <p>08:40-09:00: Arrival of Key Worker pupils <i>(through main entrance)</i>  09:00-09:20: Arrival of Y6 pupils <i>(through main entrance)</i>  09:20-09:40: Arrival of F2 pupils <i>(through usual routes)</i>  09:40-10:00: Arrival of Y1 pupils <i>(through Y1 external door and conservatory)</i></p> <p><b><u>AM Break (30-minutes)</u></b></p> <p>Staff should only dismiss groups when they're satisfied that routes to outdoor spaces are clear. Groups will not 'line up' – staff should</p>		<p>The following information will be shared with parents regarding arrivals:</p> <ul style="list-style-type: none"> <li>• Pupils should not arrive before <b>08:40</b> and after <b>09:00</b></li> <li>• All children must be accompanied by an adult.</li> <li>• Only one adult should accompany each child.</li> <li>• Parents should avoid bringing siblings who are not attending school.</li> <li>• Children are encouraged to walk or cycle where possible.</li> <li>• If driving, parents are encouraged to park away from school and walk.</li> <li>• Your child's temperature will be taken using a contactless infra-red thermometer before entering school. A child will not be permitted to enter the school if their temperature is 37.5 or above. In such circumstances, the parent should take their child home.</li> <li>• A one-way system for pedestrians will be established and monitored by a member of staff. Parents and pupils arrive via the pedestrian path and</li> </ul>	
--	--	--	--	--

	<p>ensure staggered movement of pupils out to, and in from, break and lunch time. Children to stay in designated zones outdoors.</p> <p><b>Phase 1</b></p> <p><b>Key Worker:</b> 10:10-10:40:</p> <p><b>Phase 2</b></p> <p><b>Year 6:</b> 10:10-10:40:</p> <p><b>Phase 3</b></p> <p><b>10:40-11:10:</b> F2</p> <p><b>Phase 4</b></p> <p><b>11:10-11:45:</b> Year 1</p> <p><b><u>Lunch (1-hour: comprising 30-minute indoor lunch and 30-minute outdoor play)</u></b></p> <p>Group staff will collect packed lunches from the school kitchen. Groups should eat lunch in their group room. The two members of staff in each group will cover each other's' lunch break.</p> <p><b><u>Lunch Stage 1</u></b></p> <p>11:45-12:15: Key Worker &amp; F2 lunches delivered to group rooms</p> <p>12:15-12:45: Keyworker pupils and F2 outdoor play</p> <p><b><u>Lunch Stage 2</u></b></p> <p>12:15-12:45: Year 1 &amp; Year 6 lunches delivered to group rooms</p>		<p>drop off at the double green gate. Pupils will enter the school through the main entrance and parents leave across the car park.</p> <ul style="list-style-type: none"> <li>• The carpark will be closed to vehicles between 08:30-10:00. Vehicular access is strictly prohibited.</li> <li>• Parents must not enter the school under any circumstances.</li> <li>• Staff cannot apply sun cream to pupils so this must be applied by parents before the child arrives at school.</li> <li>• Parents should closely observe the government's social distancing measures when walking on School Lane and surrounding areas.</li> </ul>	
--	---	--	--	--

	<p>12:45-13:15: Year 1 &amp; Year 6 outdoor play</p> <p><b>PM Break (30-minutes):</b></p> <p>13:45 – 14:15: Key Worker &amp; F2 14:15 – 14:45: Year 1 &amp; Year 6</p> <p>(Key worker pupils may use the grass/forest school area from 14:45 if required)</p> <p><b>School Dismissal</b></p> <p>Parents will be informed that all pupils must be collected from school by an adult (Y6 cannot leave unaccompanied)</p> <p>Parents should arrive via the pedestrian path and wait on the playground for prompt dismissal (2m social distancing applies). Parents and pupils leave across the car park (movement of vehicles strictly prohibited).</p> <p>14:30: Car Park closed with cones</p> <p>15:00: F2 Dismissal 15:20: Year 1 Dismissal 15:40: Year 6 Dismissal 16:00: Key Worker Dismissal</p>		<p>The following information will be shared with parents regarding dismissal:</p> <ul style="list-style-type: none"> <li>• All children must be collected by an adult.</li> <li>• Parents should not arrive before <b>4:00pm</b>.</li> <li>• Only one adult should accompany each child.</li> <li>• Parents should avoid bringing siblings who are not attending school.</li> <li>• If parents have no choice but to bring other children with them, they must not be allowed to run around or play on outdoor equipment.</li> <li>• Children are encouraged to walk or cycle where possible.</li> <li>• If driving, parents are encouraged to park away from school and walk.</li> <li>• Similar to the arrivals procedure, a one-way system for pedestrians will be established and monitored by a member of staff. Parents arrive via the pedestrian path and wait on the <b>main playground</b>. Parents must observe 2m</li> </ul>	
--	--	--	---	--

			<p>social distancing whilst waiting.</p> <ul style="list-style-type: none"> <li>• Pupils will be dismissed from the conservatory entrance at 4:00pm.</li> <li>• Parents and pupils should leave the premises across the car park.</li> <li>• The carpark will be closed to vehicles at the end of the day. Vehicular access is strictly prohibited.</li> <li>• Parents must not enter the school under any circumstances.</li> <li>• Parents should closely observe the government's social distancing measures when walking on School Lane and surrounding areas.</li> </ul>	
<b>Lunchtimes</b>	<p>See timetable above for timings of lunch.</p> <p>The school kitchen will not prepare hot food. Pupils may either bring their own packed lunch or receive one from the school kitchen. School will provide a packed lunch to pupils eligible for free school meals (FSM).</p> <p>Pupils should wash hands before lunch. To avoid congestion in toilets, this will be best achieved by group staff giving pupils some hand sanitizer which is available in all group rooms.</p> <p>Group staff will collect packed lunches from the school kitchen.</p> <ul style="list-style-type: none"> <li>▪ Lunch to be eaten at the same desk in the classroom area.</li> <li>▪ Children are not to access the building during lunch time unless for toileting and</li> </ul>	<p>See: <a href="#">Implementing Protective Measures</a></p> <ul style="list-style-type: none"> <li>▪ <i>staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms</i></li> </ul>		


	<p>only then, if it can be assured, that they will be with children from their own group.</p> <p>As additional phases are implemented, it will be considered if lunchtime staff are required for supporting corridor supervision, ensuring social distancing in toilets, etc.</p> <p>Mrs Parr will attend to first aid issues at a designated point on the playground or within the first aid area.</p> <p>If 2m distance cannot be maintained when attending to first aid incidents, staff should wear PPE (available in medical room).</p>			
<b>Movement- Children</b>	<ul style="list-style-type: none"> <li>Two members of staff are assigned to each group so that movement of pupils can be closely monitored. Staff should only dismiss groups from their room when they're satisfied that routes to outdoor spaces are clear. Requests to visit the toilet should also be supervised carefully to ensure pupils from different groups do not mix.</li> <li>During play and lunchtimes, pupils must have permission to enter school for the toilet. During breaktimes, pupils should enter school through the conservatory door which should be monitored by an adult to ensure limited numbers using the toilets.</li> </ul>			
<b>Movement- Staff</b>	<ul style="list-style-type: none"> <li>Staff should observe 2m distancing at all times.</li> <li>Staff should avoid close contact with pupils. If contact cannot be avoided (for example a pupil needs consoling), staff are advised to wear a face mask (available in the medical room).</li> <li>Staff are encouraged to stay in their group rooms as much as possible.</li> <li>Staff room furniture to be rearranged to encourage 2m social distancing.</li> </ul>	<p>See: <a href="#">Implementing Protective Measures</a></p> <ul style="list-style-type: none"> <li><i>stagger the use of staff rooms and offices to limit occupancy</i></li> </ul>		

	<ul style="list-style-type: none"> <li>▪ Staff may bring a deck chair for sitting in the open space outside the staffroom.</li> <li>▪ Staff are encouraged to bring their own flask of hot drink and a prepared lunch to avoid congregating in kitchen spaces.</li> <li>▪ Shift working established in the school office. One person in the office at one time.</li> </ul>			
<b>Movement-Parents</b>	<ul style="list-style-type: none"> <li>▪ Parents should not enter the school building under any circumstances.</li> <li>▪ Clear communication regarding drop off and collection. Mr Burrows will monitor this process.</li> <li>▪ One-way system established for drop off and collection</li> <li>▪ Only one parent should drop off and collect children.</li> <li>▪ Parents advised to observe 2m distancing</li> <li>▪ Parents and pupils are encouraged to walk or cycle to school. Pupils should store bikes against the rear fence on the main playground</li> <li>▪ Pupils must not ride bikes on the school premises.</li> <li>▪ If driving, parents are encouraged to park away from school and walk.</li> <li>▪ Group staff to establish a socially distanced routine for dismissing pupils.</li> <li>▪ Groups should leave school promptly to avoid parents crowding:</li> </ul> <p><b>Dismissal Times:</b></p> <ul style="list-style-type: none"> <li>- F2: 15:00: Parents wait on main playground - dismissal from metal sheds</li> <li>- Y1: 15:20: Parents wait on main playground - dismissal from external classroom door (group A) &amp; conservatory door (group B)</li> <li>- Y6: 15:40: Parents wait on main playground - dismissal from conservatory door</li> </ul>	<ul style="list-style-type: none"> <li>▪ encouraging parents and children and young people to walk or cycle to their education setting where possible</li> </ul>	<p>Road traffic support:</p> <ul style="list-style-type: none"> <li>• contact David Rees at <a href="mailto:roadsafety@wirral.gov.uk">roadsafety@wirral.gov.uk</a></li> </ul>	






	<ul style="list-style-type: none"> <li>- Key Worker: 16:00: Parents wait on main playground - dismissal from conservatory door</li> </ul>			
<b>Working Hours</b>	<ul style="list-style-type: none"> <li>▪ If staff wish to use the carpark for vehicular access, please arrive before 08:30.</li> <li>▪ <b>The carpark will be closed between 08:30-10:00</b></li> <li>▪ If staff wish to use the carpark for vehicular access, please leave before 14:40 or after 16:00</li> <li>▪ <b>The carpark will be closed between 14:40-16:00</b></li> <li>▪ Cleaning resources are allocated to each group room. Group staff should ensure all surfaces and equipment are disinfected before leaving at the end of the day.</li> <li>▪ Staff are encouraged to leave school as early as possible once the children have left.</li> </ul>			
<b>Premises checks</b>	<p>Total Property Management has been appointed to oversee premises checks in advance of the school opening.</p> <p><b>Cold water systems - including tanks, sinks/basins/showers and drinking water outlets (taps and water fountains)</b></p> <ul style="list-style-type: none"> <li>▪ Increase frequency of outlet flushing and temperature monitoring to maintain water quality within the entire system. If required, consider additional water quality testing at water outlets (closest and further from the main water source) and drinking water outlets that remain in use.</li> </ul> <p><b>Domestic hot water services – including calorifiers/direct fired water heaters/ sinks/ basins/ showers</b></p> <ul style="list-style-type: none"> <li>▪ Hot water generation servicing to continue in line with manufacturers' criteria.</li> <li>▪ Water temperatures must be kept within limits recommended for the control of legionella bacteria in water systems.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>During partial or full closure, educational settings continue to be responsible for a range of health and safety measures and statutory compliance. See DfE Good Estate Management for Schools Health and Safety page - <a href="https://www.gov.uk/guidance/good-estate-management-for-schools/health-and-safety">https://www.gov.uk/guidance/good-estate-management-for-schools/health-and-safety</a></i></li> <li>▪ <i>For reference, use the Approved Code of Practice &amp; HSG 274 for hot water.</i></li> </ul>	<p>Staff should refer to <b>Folder 51</b> of the School Handbook for site maintenance overview and Services Contract.</p> <p>A socially distanced fire drill needs to be established and practised (Allocated outdoor zones are best for muster points)</p>	

	<ul style="list-style-type: none"> <li>Regularly check hot water generation for functionality and if required, temperature recording</li> <li>If the hot water system has been left operational the hot water should be circulating as normal and regular checks, in line with guidance, should be carried out.</li> </ul> <p><b>Kitchen equipment that holds water, for example dishwashers and combination ovens</b></p> <ul style="list-style-type: none"> <li>Run through at least a full cleaning cycle per week, to remove scale build up and standing water build up, to pre-empt possible bacteria growth.</li> </ul> <p><b>Security</b></p> <ul style="list-style-type: none"> <li>All areas of the school should be kept secure.</li> <li>Access control and lockdown systems are operational.</li> </ul> <p><b>Ventilation</b></p> <ul style="list-style-type: none"> <li>Where possible, occupied room windows should be open.</li> </ul> <p><b>Other points to consider</b></p> <ul style="list-style-type: none"> <li>Core building-related electrical systems, including internal and external lighting, small power, access control and alarm systems (fire, intruder, panic and accessible toilets) to remain in use/energised in normal operating mode.</li> <li>Keyholder information has been updated with Wirral Community Patrol</li> </ul>			
<b>Toilet facilities</b>	<ul style="list-style-type: none"> <li>Each group has been assigned different toilet facilities (see map above)</li> <li>When all four phases have been implemented, Year 6 and Key Worker groups will share the same toilet facilities so vigilance should be exercised.</li> <li>Pupils should only enter two at a time into toilets and advised to observe social distancing. Pupils in different groups should not mix in the toilets.</li> </ul>	<p>See: <a href="#">Implementing Protective Measures</a></p> <ul style="list-style-type: none"> <li><i>ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time</i></li> </ul>		

	<ul style="list-style-type: none"> <li>One adult from each group should monitor pupils in the toilets to support management of hand washing and to ensure cross over to other groups does not occur.</li> <li>In the younger year groups, staff should ask groups regularly if they need the toilet to ensure they are not all going at break times.</li> <li>Caretaker and cleaner to check soap supplies are adequate at the start of each day.</li> </ul>			
<b>First Aid</b>	<ul style="list-style-type: none"> <li>All staff should complete the '<b>First Aid Essentials</b>' Educare training course before returning to school.</li> <li>PPE should be worn when attending to a first aid situation where a distance of 2 metres is not possible and the pupil is bleeding, vomiting or coughing (as per the council's H&amp;S policy <i>"Administering First Aid during the Covid 19 Pandemic"</i>)</li> <li>The following PPE is available to staff for this purpose and is stored in the medical room. <ul style="list-style-type: none"> <li>- Face Masks</li> <li>- Eye Shields</li> <li>- Disposable gloves</li> <li>- Disposable long-sleeved coats</li> </ul> </li> <li>First Aid should ideally be administered in a well-ventilated room or an outdoor space.</li> <li>Serious injuries should be seen by a fully trained first aider (Mrs E. Kenney).</li> <li>All staff can attend to basic first aid.</li> <li>During break times, children are not to be sent inside for first aid incidents, instead lunchtime staff will inform Mrs Parr who will attend to first aid issues at a designated point on the playground.</li> </ul>		 <p>29.4.20First aid flow chart Final.docx</p>	

	<ul style="list-style-type: none"> <li>Vomit is required to be cleaned up as soon after incident as possible (PPE to be worn).</li> <li>If a child becomes unwell with <a href="#">symptoms of coronavirus</a> while in school and needs direct personal care until they can return home, a face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.</li> <li>Mr Burrows' office should be used to isolate pupils who exhibit symptoms of coronavirus.</li> </ul> <p><b>CPR guidance:</b></p> <ul style="list-style-type: none"> <li><b>Do not listen or feel for</b> breathing by placing your ear and cheek close to the patient's mouth.</li> <li>If in any doubt about confirming cardiac arrest start chest compressions until help arrives.</li> <li><b>Call ambulance.</b> If COVID 19 is suspected, tell them when you call 999. If risk of infection, place a cloth/towel over the victim's mouth and nose and attempt compression only CPR and early defibrillation until the ambulance arrives.</li> </ul>	<p>Regarding CPR see:  <a href="https://www.gov.uk/government/publications/novel-coronavirus-2019-ncov-interim-guidance-for-first-responders/interim-guidance-for-first-responders-and-others-in-close-contact-with-symptomatic-people-with-potential-2019-ncov">https://www.gov.uk/government/publications/novel-coronavirus-2019-ncov-interim-guidance-for-first-responders/interim-guidance-for-first-responders-and-others-in-close-contact-with-symptomatic-people-with-potential-2019-ncov</a></p>		
<b>Cleaning</b>	<p><b>Cleaning</b></p> <p>During the lockdown, all of the rooms in the school, including classrooms, have been deep cleaned according to guidelines issued by Peninsula Cleaning Solutions.</p>	<p>See <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></p> <ul style="list-style-type: none"> <li><i>discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this</i></li> <li><i>ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand</i></li> </ul>		

	<ul style="list-style-type: none"> <li>Group rooms have been allocated their own supply of cleaning materials <ul style="list-style-type: none"> <li>Disinfectant spray (for all surfaces)</li> <li>Disinfectant wipes (for tablets, laptops and equipment)</li> <li>Cloths</li> <li>Hand sanitizer</li> </ul> </li> <li>Tables and contact points must be cleaned regularly throughout the day by group staff using the allocated cleaning materials.</li> <li>At the end of each day, group staff should use allocated cleaning materials to disinfect surfaces before leaving the premises.</li> <li>Pupils should not bring toys or other belongings from home.</li> <li>Resources that cannot be disinfected daily must be packed away and stored in the Year 6 study bay.</li> <li>Tablets and laptops should be wiped before and after use.</li> <li>Cleaning staff will empty bins, vacuum floors in group rooms (once surfaces have been disinfected) by group staff, clean and disinfect toilets, communal areas, corridors &amp; school hall. Cleaning staff should wear disposable gloves when entering group rooms.</li> <li>Any specific cleaning instructions should be left on the whiteboard in the group room area at the end of each day for the cleaner to attend to.</li> <li>A cleaning schedule has been established for each room in consultation with Peninsular Cleaning Solutions. A copy of the cleaning schedule will be attached to each door and signed by staff when completed.</li> </ul> <p><b>Cleaning Hours: 8 hours per day</b></p>	<p><i>sanitiser in classrooms and other learning environments</i></p> <ul style="list-style-type: none"> <li><i>clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal</i></li> </ul> <p>Cleaning in non-healthcare settings:</p> <p><a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a></p>	<p>Cleaning checklists for each room:</p> <div>  CLASSROOMS.doc x  OFFICES.docx </div> <div>  TOILETS.docx </div>	
--	--	---	--	--

	<p>C. Thomas: 06:30-08:30 16:00-18:00</p> <p>T. Stanley: 06:30-08:30 16:00-18:00</p> <p><b>Group rooms:</b></p> <ul style="list-style-type: none"> <li>▪ <b>F2:</b> Malleable resources, such as play dough, should not be used.</li> <li>▪ <b>F2:</b> Resources for activities such as painting, sticking, cutting, small world play, indoor and outdoor construction activities should be washed before and after use and where possible, children should be discouraged from sharing these.</li> <li>▪ <b>F2:</b> 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.</li> </ul>			
<b>Actions</b> <ul style="list-style-type: none"> <li>▪ <b>Ensure supply chains for cleaning products</b></li> </ul>				
<b>Communication to children</b>	<ul style="list-style-type: none"> <li>▪ On the first day that pupils return, each group should establish a clearly understood protocol about how to behave and keep others' safe. Posters and classroom displays should be established as reminders. The protocol should cover: <ul style="list-style-type: none"> <li>- Hand hygiene</li> <li>- Social Distancing</li> <li>- Movement around school</li> <li>- Use of toilets</li> <li>- Expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching</li> </ul> </li> </ul>	<p>See <a href="#">COVID-19: guidance for households with possible coronavirus infection</a></p> <ul style="list-style-type: none"> <li>▪ <i>noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules)</i></li> <li>▪ <i>tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus</i></li> </ul>	<p><a href="#">e-Bug</a> has produced a series of helpful coronavirus posters for helping to establish protocols with pupils:</p> <ul style="list-style-type: none"> <li>• <a href="#">Horrid hands</a></li> <li>• <a href="#">Super sneezes</a></li> <li>• <a href="#">Hand hygiene</a></li> <li>• <a href="#">Respiratory hygiene</a></li> <li>• <a href="#">Microbe mania</a></li> </ul>	



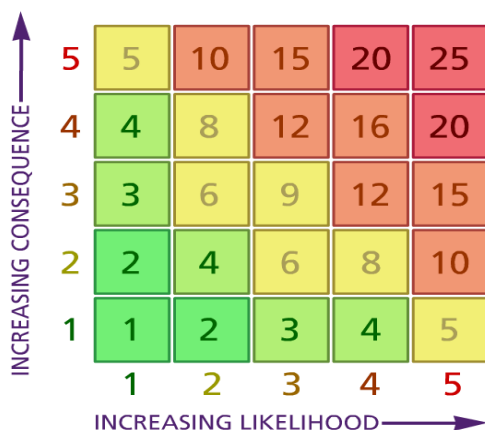
	<p>your mouth, nose and eyes with hands</p> <ul style="list-style-type: none"> <li>- What to do if you're unwell</li> <li>- Rules for using and sharing equipment</li> <li>- Altered routines</li> </ul> <ul style="list-style-type: none"> <li>▪ Signage promoting good hand hygiene to be displayed in prominent places.</li> </ul>			
<b>Communication to and from Parents</b>	<ul style="list-style-type: none"> <li>▪ Risk assessment will be available for parents on the school website.</li> <li>▪ As each phase is implemented, parents whose children are returning to school will be issued with advice which will list the pertinent points from this risk assessment. A copy of the advice will also be available on the school website.</li> <li>▪ Parents asked not to send pupils to school if they're unwell, particularly with a high temperature above 37.5</li> <li>▪ Clearly communicate practical arrangements for pupils returning at each phase and methods of entry and exit to the school grounds.</li> <li>▪ Parents are not permitted in the school building. Parents communicate with school through telephone or email, not face-to-face at the office.</li> <li>▪ School staff will respond to parent queries by phone or email.</li> <li>▪ In emergency situations, where face to face appointments are the only option, this will be arranged by appointment only so that adequate social distancing arrangements can be made.</li> </ul>	<p>See: <a href="#">Implementing Protective Measures</a></p> <ul style="list-style-type: none"> <li>▪ <i>tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend</i></li> <li>▪ <i>tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)</i></li> <li>▪ <i>make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)</i></li> <li>▪ <i>also think about engaging parents and children in education resources such as <a href="#">e-bug</a> and <a href="#">PHE schools resources</a></i></li> </ul>	Parents to be issued with timescale of communications and where to access key information.	
<b>Procedures for medical care, isolation and confirmed cases</b>	<ul style="list-style-type: none"> <li>▪ Mr Burrows' office should be used to isolate pupils who exhibit <a href="#">symptoms of coronavirus</a> (windows should be open for ventilation)</li> <li>▪ Parents to be called and children to be sent home as soon as possible if they develop symptoms and then will need to</li> </ul>	<p>See: <a href="#">Overview of scientific information on coronavirus (COVID-19)</a></p> <p>See <a href="#">COVID-19: guidance for households with possible coronavirus infection guidance</a>.</p>		

	<p>isolate with their household members for 14 days.</p> <ul style="list-style-type: none"> <li>▪ All staff who display symptoms should access a test provided by the appropriate health care professional.</li> <li>▪ To access testing parents should use the 111 online coronavirus service if their child is 5 or over. They should call 111 if the child is under 5.</li> <li>▪ If a children or staff member tests negative, they can return to their setting and end the self-isolation of their household.</li> <li>▪ If any children or staff test positive, the rest of their 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.</li> <li>▪ School will routinely check the temperature of all pupils on entry to school using a contactless, infra-red thermometer. If a child's temperature is 37.5 and above, they will be sent home.</li> </ul>	<p><i>Testing is already available for all school staff and their household members.</i></p> <p><i>When the wider cohort of children are invited to return to their education settings, all those children eligible to attend, and members of their households, will have access to testing if they display symptoms of coronavirus (COVID-19).</i></p> <p><i>To access testing parents should use the <a href="#">111 online coronavirus service</a> if their child is 5 or over. They should call 111 if the child is under 5.</i></p> <p><i>This will enable them to get back into childcare or education, and their parents or carers to get back to work, if the test proves to be negative.</i></p> <p><i>In the event of a child or member of staff testing positive for coronavirus (COVID-19), the relevant group of people within the school with whom the child has mixed closely (their cohort), should be sent home and advised to self-isolate for 14 days.</i></p> <p><i>As part of the national test and trace programme, if other cases are detected within the cohort or in the wider setting, Public Health England's local health protection teams will conduct a rapid investigation and will advise schools and other settings on the most appropriate action to take.</i></p> <ul style="list-style-type: none"> <li>▪ <i>If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</i></li> </ul>		
<b>Shielding and clinically vulnerable</b>	<ul style="list-style-type: none"> <li>▪ Clinically extremely vulnerable pupils with pre-existing medical conditions should not enter school and should remain at home.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>For the vast majority of children and young people, coronavirus is a mild illness. Children and young people (0 to 18 years of age) who have</i></li> </ul>		

<p><b>children and adults.</b></p>	<ul style="list-style-type: none"> <li>▪ Clinically extremely vulnerable individuals are advised not to work outside the home. We are strongly advising staff (those with serious underlying health conditions which put them at very high risk of severe illness from coronavirus and have been advised by their clinician or through a letter) to rigorously follow shielding measures in order to keep themselves safe. Staff in this position should work at home.</li> <li>▪ Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the <a href="#">Staying at home and away from others (social distancing) guidance</a> have been advised to take extra care in observing social distancing and should work from home where possible.</li> <li>▪ If a child, young person or a member of staff lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, they can attend their education or childcare setting.</li> </ul>	<p><i>been <a href="#">classified as clinically extremely vulnerable due to pre-existing medical conditions</a> have been advised to shield. We do not expect these children to be attending school or college, and they should continue to be supported at home as much as possible. Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. A small minority of children will fall into this category, and parents should follow medical advice if their child is in this category.</i></p> <ul style="list-style-type: none"> <li>▪ <i>Clinically extremely vulnerable individuals are advised not to work outside the home. We are strongly advising people, including education staff, who are clinically extremely vulnerable (those with serious underlying health conditions which put them at very high risk of severe illness from coronavirus and have been advised by their clinician or through a letter) to rigorously follow shielding measures in order to keep themselves safe. Staff in this position are advised not to attend work. Read <a href="#">COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable</a> for more advice.</i></li> <li>▪ <i>Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the <a href="#">Staying at home and away from others (social distancing) guidance</a> have been advised to take extra care in observing social distancing and should work from home where possible. Education and childcare settings should endeavour to support this, for example by asking staff to support remote education, carry out lesson planning or other roles which can be done from home. If clinically vulnerable (but not clinically extremely vulnerable) individuals cannot work from home, they should be offered the safest available on-site roles, staying 2 metres away from others wherever possible, although the individual may choose to take on a role that does not allow for this distance if they prefer to do so. If they have to spend time within 2 metres of</i></li> </ul>	
------------------------------------	--	--	--

		<i>other people, settings must carefully assess and discuss with them whether this involves an acceptable level of risk.</i>		
<b>Visitors</b>	<ul style="list-style-type: none"> <li>Any visitors who are not critical to teaching groups and implementing health and safety measures should not enter the school building.</li> <li>Parents should not enter the school building under any circumstance. All communication should be done via email or telephone.</li> </ul>			

DRAFT



#### Likelihood:

5 – Very likely  
 4 – Likely  
 3 – Fairly likely  
 2 – Unlikely  
 1 – Very unlikely

#### Consequence:

5 – Catastrophic  
 4 – Major  
 3 – Moderate  
 2 – Minor  
 1 – Insignificant

Risk Rating	Action Required
17 - 25	Unacceptable – stop activity and make immediate improvements
10 – 16	Tolerable – but look to improve within specified timescale
5 – 9	Adequate – but look to improve at review
1 – 4	Acceptable – no further action but ensure controls are maintained

- (1) List hazards **something with the potential to cause harm** here
- (2) List groups of people who are especially at risk from the significant hazards which you have identified
- (3) List existing controls here or note where the information may be found. Then try to quantify the level of risk **the likelihood of harm arising** that remains when the existing controls are in place based on the number of persons affected, how often they are exposed to the hazard and the severity of any consequence. Use this column to list the controls that you might take and develop all or some of that list into a workable action plan. Have regard for the level of risk, the cost of any action and the benefit you expect to gain. Agree the action plan with your team leader and make a note of it overleaf. If it is agreed that no further action is to be taken this too should be noted.

	Additional Controls Required	Action to be Taken	By Whom	Target Completion Date	Task Completed (Signed & Dated)
1					



Please use this space to identify issues for which you may require council support:

### Key contacts

	Link/Lead for schools
Risk Assessment/Health and Safety	Lorraine Adamson ( <a href="mailto:Lorraineadamson@wirral.gov.uk">Lorraineadamson@wirral.gov.uk</a> )
PPE	Anna Jones ( <a href="mailto:annajones@wirral.gov.uk">annajones@wirral.gov.uk</a> )
Workforce implications	Sue Blevins ( <a href="mailto:sueblevins@wirral.gov.uk">sueblevins@wirral.gov.uk</a> )
Public Health/Infection Control considerations and guidance	Jane Harvey ( <a href="mailto:janeharvey@wirral.gov.uk">janeharvey@wirral.gov.uk</a> )
Asset Management considerations (buildings)	Mike Woosey ( <a href="mailto:Mikewoosey@wirral.gov.uk">Mikewoosey@wirral.gov.uk</a> )
Road Safety	<a href="mailto:roadsafety@wirral.gov.uk">roadsafety@wirral.gov.uk</a>
Communications Plan (workforce/Public)	Sam Jenkins ( <a href="mailto:samjenkins@wirral.gov.uk">samjenkins@wirral.gov.uk</a> )
Emotional support for pupils	Health and schools Team