

Implementing Protective measures in education and childcare settings for the continuation of education provision for vulnerable children and children of critical workers

This Risk Assessment and Planning document should be carried out with reference to Government guidance and existing Health and Safety Guidance.

The aim of the document is to minimise the potential risks of Covid – 19 and ensure that the health, safety, social and educational needs of children, families and staff are met as far is possible during this next recovery phase.

The following principles underpin all planning and actions:

- Children’s needs are paramount
- Staff physical and emotional well-being must be considered at all stages of planning and implementation
- Ensuring effective infection protection and control and preventing the spread of coronavirus -e.g. dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces).
- Minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges
- Cleaning hands more often than usual
- Ensuring good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach
- Cleaning frequently touched surfaces often using standard products, such as detergents and bleach
- Maintaining social distancing and minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)

School: Cherry Orchard Primary School	Assessment Date: 02/01/21	Assessed by: M. Hill	Approved by: Allan McCarthy (Chair of Governors) 03/01/21
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	Consider the following steps and recommendations	Existing control measures in place	Additional Controls and actions required	Action by who?	Action by when?	Date action completed
1. Planning and Organising						
Existing Health and Safety compliance and building considerations	<ul style="list-style-type: none"> Review your current Health and Safety Plans and undertake any existing actions. Ensure health and safety compliance checks have been undertaken in required timescales. This is particularly important if the school premises have been closed to pupils and staff for any periods of time since 23 March 2020 Test all water systems, fire alarms, gas supply, kitchen equipment Consider Deep Cleaning by professional cleaners Conduct health and safety inspection with the union health and safety representatives 	<ul style="list-style-type: none"> M Hill reviewed H&S plans and risk assessment folder with R Warner Maintained system checks throughout COVID period (Alarms to be checked every Friday, Legionella to be done with RBG) Whole school has been deep cleaned by Rapid Clean 	<ul style="list-style-type: none"> School purchased a fogging machine in order to fog rooms if a person becomes unwell, and to fog rooms with soft furnishings, as an extra precaution Copy of this reviewed document to be emailed to all Governors Whole school high touch points treated with antimicrobial surface coating which kills 99.8% of TGEV-Coronavirus within 8 hours. This solution works 24/7 and will last 12 months on high traffic areas. 	MH & RW RW RW/ Rapid Clean Shared with regional union reps	Ongoing	Dec 21/11
Staff Wellbeing	<ul style="list-style-type: none"> Assess availability and well-being of all staff including staff who are self-isolating, underlying health conditions, family considerations, staff who are subject to shielding or are in a household where someone is shielding 	<ul style="list-style-type: none"> Emailed staff to confirm shielding/high risk staff Individual risk assessment carried out for staff where needed On road parking available Information kept by HoS as can change frequently 	Individual staff risk assessments carried out for staff whose home circumstances/health has changed Continued RA for pregnant staff & others as required	MH BL	11/05 11/05	15/06 2-4 th Sept Wk beg 07/09

	<ul style="list-style-type: none"> Assess transport arrangements for all staff and parking arrangements as required Availability of supply staff to cover any vacancies or long-term absences Assess impact on individuals from the lockdown and any residual effects Assess staff expectations and any anxiety and perceived inequalities 	<ul style="list-style-type: none"> Employee assist 	No car sharing permitted	BL		
				MH/BL	Ongoing	20/10
				SH/BL	Ongoing	14/09
Review Pupil well-being and Risk assessments	<ul style="list-style-type: none"> Review the circumstances of pupils who are likely to be returning – are there any new circumstances that may pose a risk Risk assess individual pupils who need specific care which cannot be delivered whilst ensuring social distancing Risk assess pupils with behaviour issues or who may be potentially violent especially those with a known risk of spitting and or requiring physical restraint Assess pupils who may be worried about returning to school or who have been in challenging home circumstances or experienced bereavement during the pandemic (covid19 related or not) 	<ul style="list-style-type: none"> All risk assessments reviewed on an individual basis Continue SEND risk assessments and liaise with external agencies As above Continue welfare checks and record on ‘my concern’ Children risk assessed when year group returning and clear agreements made with parents Ensure continued targeted support for children in school such as continuation of SALT programs 	<ul style="list-style-type: none"> Individual risk assessments for pupils, shared with families (SENCO) –these risk assessments still remain the same <p>Continued liaison between home and school to enable pupils to have successful return to school</p>	HM/BL	Ongoing	2-4 Sept
				HM	Ongoing	
				HM/BL	Ongoing	
				BL/HM/D B	ongoing	

	moving around the school at the same time	<ul style="list-style-type: none"> • Timetable playtime-clean equipment at the end and beginning of each playtime 				
Curriculum & Transition	<ul style="list-style-type: none"> • Balancing the need for remedial work and “catch up” with the social/emotional needs of the children & young people • Addressing gaps in learning in a structured and appropriately paced way to maximise impact of teaching without overwhelming the pupils • Maximising impact of additional adults matched to those identified pupils who need the support most • Managing transition (at all stages) to best support the next stage of learning • Supporting the handover of critical information to best support transition (e.g.: Y6/7, SEND pupils) • Maximising connectivity between school (Nursery/Primary, Primary/Secondary) to share practice and utilise talent more widely 	<ul style="list-style-type: none"> • See recovery curriculum/SWAN https://elearning.creativeeducation.co.uk/courses/support-a-safe-successful-return-to-school-using-the-swan-framework/lessons/s-safe/ • https://www.evidenceforlearning.net/recoverycurriculum/ • As a result of risk assessment 1:1 may be provided to carry out specific actions eg sensory circuit/bucket (staff to attend only for that period eg 1hour) • Completed referrals to RBG 	<p>Use of Google Classrooms/ text and email to showcase learning in school</p> <p>Parents met following Gov guidelines in exceptional circumstances (Extreme behaviour etc)</p>	SLT	18/05	
				MH	02/01	
				HM	02/01	
				HM	Ongoing	

Classroom and learning environment layout	<ul style="list-style-type: none"> Organise classrooms and other learning environments maintaining social distancing space between seats and desks where possible Consider how play equipment is used ensuring it is appropriately cleaned between groups of children and that multiple groups do not use simultaneously. Remove unnecessary items from classrooms and other learning environments. Remove soft furnishings, soft toys and toys that are hard to clean. ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days accessing rooms directly from outside where possible considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move 	<ul style="list-style-type: none"> Completed 	<ul style="list-style-type: none"> 1 child at a time to use the toilets, with a marker system to queue outside Nursery and reception use toilets attached to classrooms Y1,2 and 3 Ks1 toilets Y4,5 and 6 Ks2 toilets <p>Intervention spaces created in sensory rooms (rainbow room/ sensory pod/ sensory room)</p> <p>Coat pegs put up for use outside classrooms</p> <ul style="list-style-type: none"> Photographs available to individuals as needed 	All staff	done	19/06
		<ul style="list-style-type: none"> Classrooms transformed as bubbles-all classrooms are clutter-free Mesh bags purchased to ensure equipment can be effectively sterilised 		MC	Ongoing	
		<ul style="list-style-type: none"> Daily cleaning toilets/staffroom/offices/bubble rooms and hub rooms Premises staff hourly cleaning of communal areas and touch points 		All staff	done	
		<ul style="list-style-type: none"> Y5&6 are in Year 6 classroom Y4 are in Year 4 classroom Y1 and 2 in Year 1 classroom Reception in reception classroom Nursery in Nursery classroom Lunch time timetable as usual Completed-clear surface approach 		All staff	done	
				RW	Ongoing	
				RW	done	

				All staff		
Shared Space	<ul style="list-style-type: none"> • use of halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. • If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups between groups is in place, following the COVID-19: cleaning of non-healthcare settings guidance • stagger the use of staff rooms and offices to limit occupancy 	<ul style="list-style-type: none"> • Hall to be timetabled when inclement weather • Playgrounds to be timetabled Bubbles encouraged to have breaks in classroom to minimise movement in school • Staff breaks to be timetabled 	Staff lunchtimes timetabled to ensure limited use of staffroom at one time	BL	01/01	
				BL	01/01	
					01/06	01/01
Outdoor space	<ul style="list-style-type: none"> • Maximise the use of outdoor space for outdoor education, exercise and breaks • Ensure that if used outdoor equipment is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read COVID-19: cleaning of non-healthcare settings 	See above	Picnic tables around the site to be used for outdoor learning if required			

Start and end of day	<ul style="list-style-type: none"> • stagger drop-off and collection times • plan parents' drop-off and pick-up protocols that minimise adult to adult contact 	<p>Markers on fence and pavement outside school for parents, keeping the pavement in a one-way system due to width of pavement</p>	<p>Members of staff with each class to ensure movement and provide hand spray/gel on entry to school.</p> <p>Parents to be informed of start and finish times</p> <p>Parents to wear face coverings and socially distance whilst waiting outside school</p> <p>Alternative arrangements made for parents unable to wear face coverings for drop off and pick up times</p>			
Travel arrangements	<ul style="list-style-type: none"> • Assess the availability of transport and the arrangements being made by transport providers • Consider how children and young people arrive at the education or childcare setting, and reduce any unnecessary travel on coaches, buses or public transport where possible. Read the Coronavirus (COVID-19): safer travel guidance for passengers 	<p>N/A</p>	<p>Bike shelter will be available for pupils and staff cycling to work</p>			
2. Communicating your plans and supporting individuals						
Children, parents and carers	<ul style="list-style-type: none"> • tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the COVID-19: 	<ul style="list-style-type: none"> • Send letter/text/email to ensure all families receive this message • Home school agreements including setting boundaries and 	<p>Any child or member of staff who is displaying symptoms must have a test and the school be informed as soon as they have had the results to ensure the child returning to school (if negative) or the class being informed that they have to self-isolate for 10 days (if positive).</p>	<p>CT</p> <p>MH</p>	<p>Ongoing</p> <p>01/06</p>	

	<p>guidance for households with possible coronavirus infection)</p> <ul style="list-style-type: none"> • Parents to inform the school is anyone in the house is displaying symptoms • tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend • tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) • make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely) • also think about engaging parents and children in education resources such as e-bug and PHE schools resources • ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the Coronavirus (COVID-19): safer travel guidance for passengers 	<p>expectations of social distancing outside of school hours</p> <ul style="list-style-type: none"> • SWAN model-all working together- staff, parents, children • Letters/texts/emails • All meetings to be conducted virtually • Parents to phone or email the school office (email ask@cherryorchard.greenwich.sch.uk for this COVID19 period or report@cherryorchard.greenwich.sch.uk for COVID reporting) 	<p>School MUST be sent a copy of the email or a screenshot of the text that the family receive to ensure transparency Other members of the household will isolate for 14 days from when the symptomatic person first had symptoms</p> <p>1st day calling for attendance & spreadsheet kept centrally of absence with COVID related symptoms-daily reporting to DfE and RBG</p> <p>Staff MUST wear face coverings on the gate due to difficulty in social distancing (parents recommended). Parents constantly reminded to keep a distance</p> <p>Staff must wear face coverings in all communal areas (except for when seated in staffroom)</p>	<p>SLT</p> <p>MH/BL</p>	<p>Weekly</p> <p>Ongoing</p> <p>ongoing</p>	<p>ongoing</p> <p>ongoing</p>
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Children	<ul style="list-style-type: none"> • use age appropriate materials to explain and maintain social distancing • Support pupils who are worried about returning to school or who have been in challenging home circumstances or experienced bereavement during the pandemic (covid19 related or not) • Promote understanding of the different experiences for our children and young people during lockdown • Consider how pupils with specific needs are reintegrated • Deliver activities that focus on relationships – adult/pupil, pupil/pupil 	<ul style="list-style-type: none"> • Welfare checks to reassure and make individualised arrangements as appropriate with trusted members of staff 	<ul style="list-style-type: none"> • Use of social stories and video-badges/posters/older children to design for younger children/ stop animation • Liaise with agencies for individual needs • Liaise with outreach services for individuals • Inter-bubble quizzes/songs/assemblies to ensure children feel sense of together <p>Whole school assemblies delivered via Google Classrooms with all classes able to see each other</p>	SLT HM All staff HM All staff	Ongoing Ongoing Ongoing ongoing	
Staff	<ul style="list-style-type: none"> • communicate frequently • 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 • Consider the support needs of staff and put in place interventions to support everybody’s mental health 	<ul style="list-style-type: none"> • Virtual meetings held weekly with SLT and teaching staff • Continue to check welfare of vulnerable members of staff <p>Employee assist</p>	<ul style="list-style-type: none"> • Phase leaders to ensure contact with support staff and the wider work force-weekly staff meetings • Protocol for staff/staff agreement around adhering hygiene procedures <p>Continue to employ premises assistant until Easter, to ensure fully staffed</p>	SLT MH MH	Ongoing 01/01	As needed
Contractors and suppliers	<ul style="list-style-type: none"> • communicate early with contractors and suppliers that will need to prepare to support your plans for opening for 	Completed	All contractors must wear face coverings and be away from staff and pupils where possible			

	<ul style="list-style-type: none"> example, cleaning, catering, food supplies, hygiene suppliers discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this if needed 	Completed				
3. Daily Arrangements when open						
Daily Arrangements - Keeping Cohorts Together	<ul style="list-style-type: none"> ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days, recognising for secondary and college settings there will be some subject specialist rotation of staff 	<ul style="list-style-type: none"> Agree on groupings/supporting adults/classroom space/outdoor space-these will be fixed 	<ul style="list-style-type: none"> Pupils will stay in their classroom for the day, except for break times and the playground is timetabled for PE (on that day the children will come into school in their PE kit so that there are no PE bags in school) Pupils will have the same chair and table space every day. They will also have their own equipment kept in their own tray 	MH/BL/ HM/ SH MH/BL/ HM/ SH	01/06 ongoing	
Cleaning and Hygiene	<ul style="list-style-type: none"> review the arrangements for routine maintenance of the premises - follow the COVID-19: cleaning of non-healthcare settings guidance ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in 	<ul style="list-style-type: none"> Every room has a pedal lidded bin Cleaning undertaken by premises staff of staff areas/toilets/stairwell banisters/key areas 		RW RW	Hourly Ongoing /daily	

	<p>classrooms and other learning environments</p> <ul style="list-style-type: none"> • 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 • ensure that all adults and children: <ul style="list-style-type: none"> ➢ frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the guidance on hand cleaning ➢ clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing ➢ are encouraged not to touch their mouth, eyes and nose ➢ use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it') • ensure that help is available for children and young people who have trouble cleaning their hands independently • consider how to encourage young children to learn and practise these habits through games, songs and repetition • ensure that bins for tissues are emptied throughout the day 	<ul style="list-style-type: none"> • Sink and soap in every classroom & hand sanitiser in every room (wall mounted outside the room) • Wipe surfaces in the morning/EOD • Microfiber cloths in classrooms as needed • Procedure in place • Hand sanitiser on gate • Posters up in school • Songs on website and to be used in class • All bins emptied at lunchtime 	<ul style="list-style-type: none"> • Risk assessments for individuals • Home school agreement to be sent to parents of children expected to attend the school before they are due to start 	<p>RW/ Rapid Clean</p> <p>All staff</p> <p>MH</p> <p>MH/RW</p> <p>BL/HM MH/BL</p> <p>RW</p>	<p>Ongoing /daily</p> <p>Ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p>	
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	<ul style="list-style-type: none"> • where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units • prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation • get in touch with public sector buying organisation partners (for example ESPO, YPO, NEPO) about proportionate supplies of soap, anti-bacterial gel and cleaning products if needed • there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting 	<ul style="list-style-type: none"> • Corridor doors propped open <p>Completed</p>	<p>PPE provided for staff to undertake personal hygiene</p> <ul style="list-style-type: none"> • Home school agreement to be sent to all parents expected to attend school 	RW		
Reduce Mixing of Groups	<ul style="list-style-type: none"> • accessing rooms directly from outside where possible • considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors • staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time • staggering lunch breaks - children and young people 	See above	Convex mirrors to be placed in corners such as on the stairwells and exits of toilets to ensure that all staff and pupils are able to keep a safe distance			

	<p>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</p> <ul style="list-style-type: none"> • ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time • 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) 		<p>Toilets to continue to be used by one person at a time with a cone to designate that someone is in the toilet and a clear space to wait outside</p>			
Use of Outdoor Space	<ul style="list-style-type: none"> • for exercise and breaks • for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff • 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 	See above	<p>Barriers purchased by the school and are separating parts of the playground</p> <p>Timetable change to enable classes to have access to equipment</p>			done

	people using it, and that multiple groups do not use it simultaneously. Read COVID-19: cleaning of non-healthcare settings					
Shared space	<ul style="list-style-type: none"> use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups between groups is in place, following the COVID-19: cleaning of non-healthcare settings guidance stagger the use of staff rooms and offices to limit occupancy 	See above	<p>Timetabled breaks will ensure limited staff use at any given time School office to have 2 members of staff at a given time Smaller offices to have 1 member of staff at a time (eg SENCO)</p> <p>EH to use separate room so that HoS has own space</p>			
Shared resources	<ul style="list-style-type: none"> by limiting the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff by seeking to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently although practical lessons can go ahead if equipment can be cleaned thoroughly and the 	<ul style="list-style-type: none"> No book bags to be brought into school No resources to leave or enter the classroom (pencil cases and individual trays for exercise books/laminated resources in trays) Online books signposted <p>N/A</p>	<ul style="list-style-type: none"> Ensure home school agreement clearly communicates these points Rotate real books in boxes-date on boxes-3 days out of circulation 	MH All Staff HM	done 01/01 ongoing	

	classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts	<ul style="list-style-type: none"> • Music express use of body percussion/paper etc 				
transport arrangements where necessary including:	<ul style="list-style-type: none"> • encouraging parents and children and young people to walk or cycle to their education setting where possible • making sure schools, parents and young people follow the Coronavirus (COVID-19): safer travel guidance for passengers when planning their travel 	<ul style="list-style-type: none"> • Majority of families in walking distance or use cars-In home school agreement, encourage families to walk 		BL	ongoing	
4. Individual care if anyone becomes unwell						
Confirmed case of coronavirus in a setting	<ul style="list-style-type: none"> • If anyone becomes unwell with a new, continuous cough or a high temperature in an education or childcare setting, they must be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance. • If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 		<ul style="list-style-type: none"> • Follow this guidance and build into staff protocol • Child to go to entrance hall next to open door with a member of staff who has watched video on how to use PPE • Protocol for parents to include that they MUST be able to collect their child IMMEDIATELY if symptoms 	MH	29/05	29/05
				All staff		
				MH	29/05	

	<p>2 metres away from other people.</p> <ul style="list-style-type: none"> • If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else. • PPE should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). • In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital. • If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive (see 'What happens if there is a confirmed case of coronavirus in a setting?' below). They should wash their hands thoroughly for 20 seconds after any contact with someone 	<ul style="list-style-type: none"> • Masks and gloves available on site (PPE kits in every bubble. Hub and staff area which include eyewear, aprons, masks and gloves in sealed boxes which will be sanitised and refilled once used) 	<p>are shown and they MUST go for testing</p> <ul style="list-style-type: none"> • Training on the application and removal/disposal of PPE (Donning and doffing guidance in the individual PPE kits) • Every class room to have its own PPE kit in a sealed box- once used it will be sanitised and refilled with new PPE 	<p>RBG</p>	<p>01/06</p>	
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	<p>who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance.</p>		<ul style="list-style-type: none"> If any member of staff or pupil tests positive, the whole bubble must self isolate for 10 days. If the test is negative, all can return to school 			
Testing	<ul style="list-style-type: none"> When settings open to the wider cohort of children and young people, all those children and young people eligible to attend, and members of their households, will have access to testing if they display symptoms of coronavirus. 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. To access testing parents will be able to use the 111 online coronavirus service if their child is 5 or over. Parents will be able to call 111 if their child is aged under 5. Access to testing for teachers and other staff available to all essential workers. This includes anyone involved in education, childcare or social work – including both public and voluntary sector workers, as well as foster carers. See the full list 	<ul style="list-style-type: none"> Staff to be provided with RBG testing information when needed <p>https://www.nhs.uk/ask-for-a-coronavirus-test</p> <p>See above</p>	<p>All families and staff to be signposted to walk through or drive through testing to ensure prompt results, aiding smooth running of the school and minimum disruption</p>	SLT	ongoing	

	<p>of essential workers. Education settings as employers can book tests through an online digital portal. There is also an option for employees to book tests directly on the portal.</p>		<p>School has a supply of 10 tests to use in exceptional circumstances (failure to be able to book a test). School can request more every 21 days from last delivery</p>			
PPE	<ul style="list-style-type: none"> • Check availability and supply of PPE. 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: • Children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way • if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn 	<ul style="list-style-type: none"> • Masks and gloves available as needed-PPE boxes in every bubble/hub and staff area • When tending to children’s intimate care, regular practice suffices (disposable gloves and aprons) • See above 	<p>PPE in every classroom</p> <ul style="list-style-type: none"> • Contactless thermometer (2) 	MH/RW		

	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.					
5. Office area						
	<ul style="list-style-type: none"> Face to face contact to be minimised between parents and office staff <ul style="list-style-type: none"> Face to face contact with contractors and office staff minimised Office staff to be on a rota so that one person in the office-full days where possible to minimise days needed to be in school 	<ul style="list-style-type: none"> Parents not allowed on site-contact by email and phone Use of postbox on the gate Make clear in home school agreement Contractors instructed to wait outside for Roy. Contractors to be met by Roy and provided with access to relevant area via nearest outside door 	<ul style="list-style-type: none"> Office staff on rota 	MH RW CT/ SL	ongoing ongoing	
6. Emergency evacuation procedures						
	<ul style="list-style-type: none"> Evacuation procedures to be followed when fire alarm sounds If a whole school evacuation is required to another site 	<ul style="list-style-type: none"> Children and staff to follow current fire evacuation procedures Continue the evacuation process by class to Blackheath and Charlton Baptist Church as it has an outdoor carpark which is an outdoor area, thus not increasing the risk of contamination. Follow current evacuation procedures of registering the children whilst off site 	<ul style="list-style-type: none"> Children to attempt to maintain a safe distance Once it is safe to return, bring children back keeping them at a safe distance. Keep a 10 minute interval between groups for the safe return to school to enable 'bubbles' to maintain their separation 	MH/RW	ongoing	