



**Coronavirus (COVID-19): Risk Assessment Action Plan for opening from 2.9.20 for St Peter's CE (VC), Bratton, Telford**

Assessment conducted by: Mark Davis	Job title: Head Teacher	Covered by this assessment: <b>St Peter's CE Primary, Bratton</b>
Date of assessment: 21.07.2020	Date of next review: <b>scheduled - 30.11.20</b>	This document was written on 17.07.2020 Reviewed 19.10.20

- For the purpose of this risk assessment, the term 'coronavirus' to refer to coronavirus disease 2019 (COVID-19).
- Schools must ensure that this risk assessment reflects the local setting and context of the school. Staff must be consulted with regard to this risk assessment.
- This risk assessment is not exhaustive and some of the controls will be dynamic. This is issued to schools as a template to assist in the production of a comprehensive document that covers the particular circumstance of the setting – **as such, the risks and risk controls should be deleted/amended/added-to to reflect the school.**
- This should be viewed alongside relevant advice and guidance from the Department of Education and reflect any additional subsequent guidance issued to schools.
- For further reference, <https://www.gov.uk/government/latest?departments%5B%5D=department-for-education>, including the documents below, issued on the 11 May 2020:
  - [Coronavirus \(COVID-19\): guidance for schools and other educational settings](#)
  - [Details on phased wider opening of schools, colleges and nurseries](#)
  - [Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)
  - [Actions for educational and childcare settings to prepare for wider opening from 1 June 2020](#)
  - [What parents and carers need to know about schools and other education settings during the coronavirus outbreak](#)
  - [Opening schools for more children and young people: initial planning framework for schools in England \(updated 12 May \)](#)

<b>Key:</b>	
Level of risk prior to control	Identifies the risk before any steps to reduce the risk have been taken
Risk Description:	Outlines the area of concern.

Risk Controls:	The measures that will be taken to minimise the risk. These are generic and should be adapted for the school context. Add						
Impact:	Described as low, medium or high						
Likelihood:	Described as low, medium or high <b>IF IMPACT AND LIKELIHOOD ARE BOTH HIGH, THEN THE ACTIVITY SHOULD BE STOPPED UNTIL ADDITIONAL CONTROL MEASURES ARE PUT IN PLACE.</b>						
Responsible person:	The identified staff member(s) responsible for implementing the risk controls Head Teacher Sign ...MJDAVIS... Date ...17.07.2020..... Chair of Governors sign ...JWARDLE... Date ...17.7.20...						
Completion Date:	The date by which required plans for controls will be in place. 1.9.20						
Line Manager Check:	Sign off to ensure that the risk has been minimised as far as possible.						
<b>Risk Description/Area of Concern</b>	<b>Level of risk prior to control</b> ↔	<b>Risk Controls</b>	<b>Level of risk is now</b> ↔	<b>Likelihood</b> ↔	<b>Responsible person</b>	<b>Planned completion Date</b>	<b>Line Manager Check</b>
The school lapses in following national guidelines and advice, putting everyone at risk	high	To ensure that all relevant guidance is followed and communicated: <ul style="list-style-type: none"> <li>The school to keep up-to-date with advice issued by, but not limited to, DfE, NHS, Department of Health and Social Care, PHE, Telford &amp; Wrekin Council advice and review its risk assessment accordingly</li> <li>Information on the school website is updated.</li> </ul>	<u>low</u>	<u>medium</u>	<u>Mark Davis</u>	<u>Ongoing</u>	

		<ul style="list-style-type: none"> <li>• Pupils updated via adults working with them and messages sent via Parentmail to parents.</li> <li>• Any change in information to be shared with the Chair of Governors, consulted with employees directly, or through a safety representative that is either elected by the workforce or appointed by trade union and passed on to parents and staff by email</li> </ul> <p>As a result, the school has the most recent information from the government, and this is distributed throughout the school community.</p>					
Poor communication with parents and other stakeholders	High	<ul style="list-style-type: none"> <li>• All staff/pupils aware of current actions and requirements and reminded frequently using school communication systems</li> <li>• Head teacher to share risk assessment with all staff officially 1.9.20 but shared prior on email.</li> <li>• Parents notified of risk assessment plan and shared with parents via website.</li> </ul> <p>As a result, all pupils and all staff working with pupils are adhering to current advice.</p>	<u>low</u>	<u>medium</u>	<u>Mark Davis</u>	<u>1.9.20</u>	
Lack of awareness of policies and procedures	High	<ul style="list-style-type: none"> <li>• School leaders will ensure that all policies impacted on by coronavirus controls are updated</li> </ul>	<u>low</u>	<u>medium</u>	<u>Behaviour/ intimate care – Emma Plowman</u>	<u>1.9.20</u>	

		<ul style="list-style-type: none"><li>• All staff, pupils and volunteers will make themselves aware of all relevant policies and procedures including, but not limited to, the following:<ul style="list-style-type: none"><li>➤ Health and Safety Policy</li><li>➤ Infection Control Policy</li><li>➤ First Aid Policy</li><li>➤ Intimate care policy</li><li>➤ Behaviour policy</li><li>➤ Business Continuity/Resilience</li></ul></li><li>• All staff have regard to all relevant guidance and legislation including, but not limited to, the following:<ul style="list-style-type: none"><li>➤ The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013</li><li>➤ The Health Protection (Notification) Regulations 2010</li><li>➤ Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'</li><li>➤ DfE and PHE (2020) 'COVID-19: guidance for educational settings'</li></ul></li><li>• The relevant staff receive any necessary training that helps minimise the spread of infection, e.g. infection control training. The resources from Sharepoint HS team for this are shared with staff.</li><li>• A comprehensive and current list of key staff members available each day</li></ul>			<p><b><u>Infection control – mark Davis</u></b></p> <p><b><u>First aid – Hazel Griffiths</u></b></p> <p><b><u>Rest – Suzanne Lees</u></b></p> <p><b><u>Mark Davis - below</u></b></p>		
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		<ul style="list-style-type: none"> <li>• Staff are made aware of the school's infection control procedures in relation to coronavirus via email</li> <li>• Parents are made aware of the school's infection control procedures in relation to coronavirus via letter/poster at entrance to school – they are informed that they must contact the school as soon as possible if they believe their child has been exposed to coronavirus</li> <li>• Pupils are made aware of the school's infection control procedures in relation to coronavirus via a coordinated programme of delivery from staff on the morning of the 1 June 2020. All are informed that they must tell a member of staff if they begin to feel unwell</li> <li>• Daily electronic briefing issued to staff.</li> </ul> <p>As a result, all staff and pupils are aware of the policies and procedures in place to keep themselves safe in school.</p>					
Extremely clinically vulnerable (high risk) individuals	high	<ul style="list-style-type: none"> <li>• Risk assessment to be completed for staff in high risk category exposure to Coronavirus (COVID – 19) keeping up to date with the latest guidance.</li> </ul>	<u>low</u>	<u>medium</u>	<u>Emma Plowman</u>	<u>1.9.20</u>	
Clinically Vulnerable staff and pupils	high	<ul style="list-style-type: none"> <li>• Protective measures will be put in place for staff and pupils, as far as is possible, to ensure that the risk of transmission is reduced – using individual risk assessment.</li> </ul>	<u>low</u>	<u>medium</u>	<u>Emma Plowman</u>	<u>1.9.20</u>	

<p>Poor hygiene practice in school - <b>General</b></p>	<p>high</p>	<ul style="list-style-type: none"> <li>• Posters are displayed at the entrance to the school, around school and in every classroom reminding staff, pupils, parents and visitors of the hygiene practice required in school (e.g. washing hands before entering and leaving school)</li> <li>• Multiple sinks have been installed at each of the entrances being used to enable children to wash their hands before entry to the building. These sinks are spaced 2m apart and have social distancing tape/ spots at them.</li> <li>• Pupils to wash their hands with soap before and after break times and lunchtimes for no less than 20 seconds</li> <li>• Pupils to use new handwashing sinks installed outside each of the entrances before entering the building.</li> <li>• School to use the E-Bug material</li> <li>• School nurse to provide hand wash demonstrations –will follow the Powerpoint presentations shared under LA sharepoint.</li> <li>• Teachers to reiterate key messages in class-time (when directed) to pupils to: <ul style="list-style-type: none"> <li>- Cover coughs and sneezes with a tissue,</li> <li>- To throw all tissues in a bin</li> <li>- To avoid touching eyes, nose and mouth with unwashed hands.</li> </ul> </li> </ul>	<p><u>medium</u></p>	<p><u>medium</u></p>	<p><u>Mark Davis</u></p>	<p><u>1.9.20</u></p>	
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		<ul style="list-style-type: none"> <li>• Additional alcohol-based sanitiser (that contains no less than 60 percent alcohol) and tissues to be provided for the school reception area, classrooms on each row of desks and other key locations for staff, pupils and visitors</li> <li>• Infection control procedures are adhered to as far as possible in accordance with the DfE and PHE's guidance</li> <li>• Sufficient amounts of soap (or hand sanitiser where applicable), clean water, paper towels and waste disposal bins are supplied in all toilets and kitchen areas</li> <li>• Hand washing facilities are supervised by staff when pupils are washing their hands to avoid overcrowding in hand washing areas</li> <li>• Pupils and staff do not share cutlery, cups or food. Staff to bring in their own cups and utensils</li> <li>• All utensils are thoroughly cleaned before and after use</li> <li>• The staff in each bubble will clean contact points in the classroom through the day.</li> <li>• An employed cleaner through TAW or privately sourced will do a daytime clean of touch points, surfaces and toilets.</li> </ul>					
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		<ul style="list-style-type: none"> <li>• The lunchtime staff will clean the toilets at 1pm each day, including mopping the floor.</li> <li>• Follow T&amp;W cleaning in school guidance</li> <li>• School staff are aware that cleaning materials are kept in the cleaning cupboard opposite the Rainbow Room and paper towels in store 2.</li> <li>• There is also a store of daily used items at reception so that they are easily collected and provide a visible reminder to staff.</li> <li>• Daily cleaner and clothes are clearly marked -held in the cleaning cupboard.</li> <li>• 2 stage cleaner is marked held in the cleaning cupboard.</li> <li>• Stocks of blue roll, hand sanitiser, soap, antibacterial wipes are all held in the cleaning cupboard.</li> <li>• 2 stage cleaner and cloth kept in each classroom + gloves, tissues.</li> <li>• School has a weekly delivery set up of cleaning consumables.</li> <li>• Each wing will have a suite of laptops that are on 2 week rotation to each class. Where possible, children will use the same computer each time but resources are able to be shared in the bubble.</li> <li>• Staff do not need to share computers. Each room has a computer/screen to teach from and all teachers, tas,</li> </ul>					
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		<p>administrators are provided with a personal device – laptop or surface pro.</p> <ul style="list-style-type: none"> <li>• Each row of desks in the classroom has a box of tissues on it, enabling catch it, bin it, kill it.</li> </ul> <p>As a result, all pupils and staff are adhering to high standards of hygiene to minimise risk of transmission.</p>					
Hand Hygiene		<p>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including :</p> <ul style="list-style-type: none"> <li>• when they arrive at school,</li> <li>• when they return from breaks,</li> <li>• when they change rooms</li> <li>• before and after eating.</li> </ul> <p>Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:</p> <ul style="list-style-type: none"> <li>• whether the school has enough hand washing or hand sanitiser ‘stations’ available so that all pupils and staff can clean their hands regularly – the school has installed 14 additional outside handwash stations, which are warm water fed and have paper towel dispensers.</li> </ul>	<u>medium</u>	<u>medium</u>	<u>Mark Davis</u>	<u>1.9.20</u>	

		<ul style="list-style-type: none"> <li>• Hand pumps for sanitizer in staff areas.</li> <li>• supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative</li> <li>• building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them</li> </ul>					
Poor hygiene practice – <b>specific – school entrance</b>	high	<ul style="list-style-type: none"> <li>• Clear signage in place regarding social distancing by parents</li> <li>• Barriers/screens to be used by reception staff when dealing with parents/visitors/contractors – glass shutters to be kept closed.</li> <li>• Remove screen signing system, receptionist to have a written log of visitors/contractors – to be switched off and printer removed.</li> <li>• Areas touched to be wiped down</li> <li>• parents not allowed to enter the building</li> <li>• Reduce the amount of people accessing reception area at any one time – only 1 family in the reception at once.</li> </ul>	<u>medium</u>	<u>medium</u>	<u>Mark Davis</u>	<u>1.9.20</u>	

		<ul style="list-style-type: none"> <li>• Rearrange/remove furniture in reception area to facilitate social distancing.</li> <li>• Provide alcohol-based sanitiser (that contains no less than 60 percent alcohol) at the school reception area Notes: Some bottles that have 30% have been reused with 70% solution and this has been recorded on the bottle.</li> <li>• School will follow LA cleaning guidance and the update due from PHE.</li> </ul>					
Poor hygiene practice – <b>specific – office spaces.</b>	medium	<ul style="list-style-type: none"> <li>• Start and end times for administrative staff are staggered to support social distancing – see below.</li> <li>• Ensure distancing is maintained between desks – the leadership team have been split and the office team have been split so that there is a member of each paired together in connected offices. Therefore, any illness does not take out the whole team.</li> <li>• Tissues/hand sanitiser to be available in office locations</li> <li>• Staff to wash hands on arrival at school</li> <li>• Each individual is responsible for wiping down their own work area before and after use.</li> <li>• Each individual responsible for wiping down equipment such as printers</li> </ul>	<u>low</u>	<u>low</u>	<u>Mark Davis</u>	<u>1.9.20</u>	

		<ul style="list-style-type: none"> <li>Assess the schools ability to follow T&amp;W cleaning in school guidance, if unable to complete notify the Local Authority</li> </ul> <p>As a result, office practice in office spaces limits the risk of the spread of any infection.</p>					
Poor hygiene practice – <b>specific - spread of potential infection at the start of the school day.</b>	high	<p>In line with government advice:</p> <ul style="list-style-type: none"> <li>Issue information to young people, parents, carers and visitors not to enter the school if they display any symptoms of coronavirus</li> <li>Issue information to parents about arrival and departure procedures, including safe drop-off and pick-up</li> <li>Inform each year group and their parents of their allocated times for the beginning and end of their school day school has operated on a flexible drop off time over 10 minutes for the last 2 years. We will operate on a 15minute drop off time We have used this rather than a staggered approach as parents have children in multiple year groups and it will promote waiting on site.</li> <li>End of day collection will use the school site to provide socially distanced locations to collect children – spreading across the whole site.</li> <li>Inform each year group and their parents of the allocated entrance and</li> </ul>	<u>medium</u>	<u>medium</u>	<u>Mark Davis</u>	<u>1.9.20</u>	

		<p>exit points to school and where they should go on arrival</p> <p>Parents were informed of drop of and general arrangements for September on 10<sup>th</sup> July. Collection arrangements will be send during the final week of the summer holidays.</p> <p>There is a 1 way system in place on school site, with return to Squirrel Meadow outside school grounds.</p> <p>Pupils to be supervised in accessing hand-washing facilities on arrival by parents, ensuring that pupils queue while maintaining social distancing as they wait for facilities External sinks by each entrance have been provided and parents are asked for children to wash hands before even entering the building.</p> <ul style="list-style-type: none"> <li>• All staff to wash hands on arrival in school</li> <li>• Make it clear to parents and pupils that they cannot congregate at the front of school prior to the start or end of the school day</li> <li>• Make parents and pupils aware of government recommendations with regard to transport. Inform parents and pupils of restrictions and plans</li> </ul>					
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		<p>relating to school transport – we keep in contact with parents whose children have school transport.</p> <ul style="list-style-type: none"> <li>• Issue information to pupils in relation to restrictions on their movement around the site 19.10 parents are asked to wear face coverings at main start and end of day collection times.</li> <li>• Sufficient supplies of hand-washing supplies should be provided to accommodate this procedure at the start of the day. Ongoing weekly delivery.</li> <li>• Assess the schools ability to follow T&amp;W cleaning in school guidance, if unable to complete notify the Local Authority</li> </ul> <p>As a result, the risk of infection is reduced as pupils and staff arrive at school.</p>			<p><u>Nicky Hall</u></p> <p><u>Caretaker</u></p>	<p><u>1.9.20</u></p> <p><u>1.9.20</u></p>	
Poor hygiene practice – <b>specific – toilet/changing facilities.</b>	high	<ul style="list-style-type: none"> <li>• Staff to wear additional PPE when supporting pupils with toileting routines – mask, gloves, apron (see PPE guidance for schools)</li> <li>• All changing surfaces to be cleaned before and after each use</li> <li>• Nappies/soiled items to be disposed of in yellow bags</li> <li>• Staff to follow specific intimate care procedures 2 members of staff using</li> </ul>	<u>medium</u>	<u>medium</u>	<u>Emma Plowman</u>	<u>1.9.20</u>	

		<p>PPE. No children in school require ongoing intimate care.</p> <ul style="list-style-type: none"> <li>• Any soiled clothes are put into a plastic bag (double bagged) and sent home.</li> <li>• Restrict numbers of children using the toilets from separate bubbles.</li> <li>• Provide paper towels instead of blow dryers (less risk of aerosol). All areas have towel dispensers.</li> <li>• Prop doors open where possible to reduce hand contact surfaces. Doors throughout wing to be propped open.</li> <li>• Assess the schools ability to follow T&amp;W cleaning in school guidance, if unable to complete notify the Local Authority</li> </ul> <p>As a result, safe practices are followed and the risk of infection is reduced for staff and pupils.</p>					
Poor hygiene practice – <b>specific - end of the school day.</b>	High	<ul style="list-style-type: none"> <li>• Issue information to parents about departure procedures, including safe pick-up. Majority given 10.7.20.</li> <li>• Inform pupils and parents of their allocated times for the end of their school day prior to start of term.</li> <li>• Inform pupils and their parents of the allocated exit points and pick up points pick up points given above. 1 way system in place on site provided by signage and map .</li> </ul>	<u>low</u>	<u>low</u>	<u>Mark Davis</u>	<u>1.9.20</u>	

		<ul style="list-style-type: none"> <li>• Make it clear to parents and pupils that they cannot congregate at the front of school/in the playground prior to the end of the school day. If waiting to collect pupils, parents are to remain in cars and park safely</li> <li>• 19.10 parents are asked to wear face coverings at main start and end of day collection times.</li> <li>• Make parents and pupils aware of government recommendations with regard to transport. Inform parents and pupils of restrictions and plans relating to school transport and potential road closures.</li> <li>• Assess the schools ability to follow T&amp;W cleaning in school guidance, if unable to complete notify the Local Authority</li> </ul> <p>As a result, the risk of infection is reduced as pupils and staff leave school.</p>					
System of Controls - Prevention	High	<p>1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</p> <p>2) clean hands thoroughly more often than usual</p>	<u>Low</u>	<u>Low</u>	<u>Mark Davis</u>	<u>1.9.20</u>	



		<p>3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</p> <p>4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p> <p>5) minimise contact between individuals and maintain social distancing wherever possible – by using bubbles.</p> <p>6) where necessary, wear appropriate personal protective equipment (PPE)</p> <p><b>Numbers 1 to 4 must be in place in all schools, all the time.</b></p> <ul style="list-style-type: none"> <li><b>Number 6 applies in specific circumstances.</b></li> </ul>					
System of Control - <b>Responsive</b>		<p>7) Engage with the Health Protection Hub at Telford &amp; Wrekin Following the process that has been provided to schools and use the notification form provided to advise of any confirmed or suspected cases of staff or pupils within the school</p> <p>8) manage confirmed cases of coronavirus (COVID-19) amongst the school community</p>	<u>Low</u>	<u>Low</u>	<u>Mark Davis</u>	<u>1.9.20</u>	

		<p>9) contain any outbreak by following health protection hub and PHE advice</p> <ul style="list-style-type: none"> <li>• <b>Numbers 7 to 9 must be followed in every case where they are relevant</b></li> </ul>					
Ill health in school.	High	<ul style="list-style-type: none"> <li>• Staff are informed of the symptoms of possible coronavirus infection, <ul style="list-style-type: none"> <li>➢ A high temperature – this means they feel hot to touch on their chest or back (they do not need to measure their temperature)</li> <li>➢ A new continuous dry cough – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if they usually have a cough, it may be worse than usual)</li> <li>➢ Loss of taste or smell.</li> </ul> </li> <li>• Appropriate PPE is sourced and guidance on its location, use and disposal issued to staff in line with government guidance on what to do if a pupil or staff member becomes unwell (see PPE guidance for schools)</li> <li>• All staff are informed of the procedure in school relating a pupil becoming unwell in school</li> <li>• Any pupil who displays signs of being unwell is immediately referred to <a href="#">&lt;Hazel Griffiths&gt;</a></li> </ul>	<u>medium</u>	<u>medium</u>	<u>Mark Davis and Amanda Martin</u>	<u>1.9.20</u>	

		<ul style="list-style-type: none"> <li>• Any staff member who displays signs of being unwell immediately refers themselves to <a href="#">Hazel Griffiths</a> and is sent home (See guidance on Dealing with incidents at school)</li> <li>• Where the named person is unavailable, staff ensure that any unwell pupils are moved to an empty room whilst they wait for their parent to collect them. School admin team to contact parents. Parents advised to follow the COVID-19: Guidance for households, including accessing testing</li> <li>• If a pupil needs to use the bathroom, they should use a separate bathroom <a href="#">the single toilet opposite the hall</a> which will be cleaned after use.</li> <li>• Pupils displaying symptoms of coronavirus do not come in to contact with other pupils and as few staff as possible, whilst still ensuring the pupil is safe. A facemask should be worn by the supervising adult if a distance of 2 metres cannot be maintained</li> <li>• If contact with a 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, eye protection should also be worn</li> </ul>					
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		<ul style="list-style-type: none"> <li>• The relevant member of staff calls for emergency assistance immediately if the pupil's symptoms worsen</li> <li>• Unwell pupils who are waiting to go home are supervised in <a href="#">the small office opposite the main office, which is set up for this purpose</a> where they can be at least two metres away from others</li> <li>• Areas used by unwell pupils who need to go home are identified as out of bounds, thoroughly cleaned and disinfected once vacated.</li> <li>• Following a suspected case head teachers should follow the guidance in appendix 2</li> <li>• Assess the schools ability to follow T&amp;W cleaning in school guidance, if unable to complete notify the Local Authority</li> </ul> <p>As a result, any member of the school community who becomes unwell, is isolated quickly and appropriate action is taken to minimise the risk of infection.</p>					
Poor management of pupil numbers reduces the ability of pupils and staff to practice social distancing.	High	The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both	<u>low</u>	<u>medium</u>	<u>Mark Davis</u>	<u>1.9.20</u>	

		<p>measures will help, but the balance between them will change depending on:</p> <ul style="list-style-type: none"> <li>• children’s ability to distance</li> <li>• the lay out of the school</li> </ul> <p>the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary)</p> <ul style="list-style-type: none"> <li>• Leaders to identify and communicate clearly to parents and pupils</li> <li>• Unlike adults, early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. Schools should therefore work through the hierarchy of measures set out; <ul style="list-style-type: none"> <li>➤ Avoiding contact with anyone with symptoms</li> <li>➤ Frequent hand cleaning and good respiratory hygiene practices</li> <li>➤ Regular cleaning of settings</li> <li>➤ Minimising contact and mixing</li> </ul> </li> </ul> <p>It is still important to reduce contact between people  As much as possible, and we can achieve that and  Reduce transmission risk by ensuring children, young  People and staff where possible, only mix in a l,</p>					
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		<p>Consistent bubble and that small group stays away From other people and groups.</p> <ul style="list-style-type: none"> <li>•</li> <li>• Desks should be spaced as far apart as possible</li> <li>• Where possible, pupil movement to be limited to make social distancing easier and specialist teachers to move between allocated classrooms</li> </ul> <p>As a result, staff and pupils are clear about where they should be, the times that they should be there and what they are delivering.</p> <p>Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</p> <p>Children will sit in rows facing the front of the class, this will be across school.</p> <p>There will be a marked area at the front to allow the class teacher/TA to have a 2m distance from the front row of children.</p>					
Mental Health and Wellbeing for pupils	high	<ul style="list-style-type: none"> <li>• Where year groups are returning to school we would expect leaders and teachers to;</li> </ul>	<u>low</u>	<u>low</u>	<u>Emma Plowman</u>	<u>1.9.20</u>	<u>MD 5.6.20</u>

		<ul style="list-style-type: none"> <li>➤ consider their pupils' mental health and wellbeing and identify any pupil who may need additional support so they are ready to learn</li> <li>➤ assess where pupils are in their learning, and hence what adjustments to their curriculum may be needed over the coming weeks</li> <li>➤ identify and plan how best to support the education of high needs groups, including disadvantaged pupils, and SEND and vulnerable pupils</li> </ul>					
A pupil is tested and has a confirmed case of coronavirus.	high	<p>In line with government advice:</p> <ul style="list-style-type: none"> <li>• The rest of the class/group should be advised to self-isolate for 14 days</li> <li>• The Head teacher will contact PHE. Then PHE's local protection teams to conduct a rapid investigation and will advise school on appropriate action.</li> <li>• See advice in Dealing with Incident procedure</li> </ul> <p>As a result, school leaders taken appropriate action in the event of a confirmed case of coronavirus.</p>	<u>medium</u>	<u>medium</u>	<u>Mark Davis</u>	<u>Ongoing requirement</u>	

Insufficient staff to run face-to-face sessions for pupils.	high	<ul style="list-style-type: none"> <li>• Leaders to ensure that they have a complete list of shielded and vulnerable adults for their school – these adults have an individual risk assessment.</li> <li>• Protocols for staff to inform leaders if they need to self-isolate are clearly in place</li> </ul> <p>As a result, sufficient staff cover in place to provide the face-to-face support sessions for pupils.</p>	<u>low</u>	<u>medium</u>	<u>Mark Davis</u>	<u>1.9.20</u>	
Pupil movement between lesson, at breaktime and lunchtime increases the risk of infection.	High	<ul style="list-style-type: none"> <li>• Staggered starts to be put in place for break time and lunchtime. Each bubble is allocated an outside space, meaning that a maximum of 5 groups are outside at once.</li> <li>• Lunches are eaten in classrooms. Tables to be wiped down first.</li> <li>• Allocated outdoor areas for each year group to be identified for break time and lunchtime using the outdoor rota.</li> <li>• Lunchtime to be staggered for different year groups</li> <li>• Pupils advised not to play contact games at break time or lunchtime. Ball games and shared outdoor equipment to be prohibited. Pupils may bring a small toy or something to use at breaktime, but it must only be for them and not shared.</li> </ul>	<u>low</u>	<u>low</u>	<u>Mark Davis</u>	<u>1.9.20</u>	



		<ul style="list-style-type: none"> <li>• Pupils to be supervised in washing hands before and after lunch – 1 member of staff takes children to lunch while 1 cleans the tables, before lunch staff take over.</li> <li>• Canteen spaces are not used. Catering staff will bring food to table outside each classroom. Agree with catering and will be reviewed 11.09.20.</li> <li>• Catering staff to maintain strict levels of hygiene in food preparation areas and follow whole staff guidance in reporting illness – follow their own risk assessment.</li> <li>• All children eat in classrooms. Tables must be cleaned prior to lunch. 1 member of staff takes children to wash hands while the other cleans tables.</li> <li>• Assess the schools ability to follow T&amp;W cleaning in school guidance, if unable to complete notify the Local Authority</li> <li>• Social distancing posters displayed around and outside the school building.</li> </ul> <p>As a result, the risk of infection during unstructured time is reduced.</p>					
Spread of infection in classrooms/shared areas.	High	<ul style="list-style-type: none"> <li>• All unnecessary items to be removed from classrooms and learning environments and stored elsewhere</li> </ul>	<u>low</u>	<u>medium</u>	<u>Mark Davis</u>	<u>1.9.20</u>	

		<p>school has purchased a shipping container for this purpose.</p> <ul style="list-style-type: none"> <li>• All soft furnishings and items that are hard to clean to be removed</li> <li>• Pupils to be directed to specific seats in classrooms and to maintain seats during the day as far as possible.</li> <li>• Children to be say in rows, facing the front. Small groups will also be conducted in rows. Standard classroom design for set up.</li> <li>• Tissues and hand sanitiser to be located in each classroom/learning space – each row of desks has a box of tissues.</li> <li>• Bins to be emptied at least twice daily in classrooms. <ul style="list-style-type: none"> <li>- During day contract cleaner</li> <li>- End of day, Caretaker – Matthew Fairweather</li> </ul> </li> <li>• Contact with communal surfaces, such as door handles etc to be minimised. Doors to be kept open wherever possible.</li> <li>• Where possible, windows to be opened to provide ventilation.</li> <li>• Inform all the pupils that they must bring the required equipment to school (stationery, calculators etc) to reduce the risk of infection to reduce infection risk, children are not bringing items to and from school. Individual stationery to be provided</li> </ul>					
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		<p>and kept on desk through day and on chair at night to allow cleaning. Each child has an individual zip bag with their own equipment.</p> <ul style="list-style-type: none"> <li>• Pupils/staff to clean IT equipment (esp keyboards) with anti-bacterial wipes before and after each use equipment provided in each room.</li> <li>• Shared telephone handsets to be cleaned with anti-bacterial wipes before and after each use equipment provided in each room.</li> <li>• Shared teaching resources to be cleaned prior to and after use washing nets have been purchased so appropriate resources can be put through the washing machine or dishwasher after use. Each area has at least 1 quarantine box, where items can go for 72 hours after use before use by other pupils. For example, reading books. Items do not need to be cleaned when shared in the bubble.</li> <li>• If any bodily fluids come into contact with classroom equipment, ensure that gloves are worn to remove the piece of equipment before it is thoroughly cleaned gloves are available in each classroom. Tabards are being made available for staff who wish to have them, so that they can keep things like gloves on them.</li> </ul>					
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		<ul style="list-style-type: none"> <li>• Guidance issued to staff on the use of the staff room and staff toilet area, including maximum numbers at any one time 4 people in staff room. 2 in female toilets, male toilet is single anyway. Each room to have signs on for maximum capacity.</li> <li>• Staff to be reminded to adhere to social distancing at all times</li> <li>• Hand sanitiser to be in place at photocopiers/shared keyboards/telephones etc</li> <li>• Staff must wash and dry their own cups, plates and utensils, using disposable towels or use the dishwasher. School removed tea towels before the COVID crisis. Contact points will be cleaned during daily cleaning. Staff should wipe down taps after use with the 2 stage clean spray.</li> <li>• Assess the schools ability to follow T&amp;W cleaning in school guidance, if unable to complete notify the Local Authority</li> </ul> <p>As a result, the risk of infection to staff and pupils in classrooms is reduced.</p> <ul style="list-style-type: none"> <li>• Bubbles are up to the size of one class. In time we hope they can be extended to a year group.</li> <li>• Seat pupils side by side, not face to face or side on</li> </ul>					
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		<ul style="list-style-type: none"> <li>• Stagger movement around classroom</li> <li>• Staff to maintain social distancing – line marked at the front to allow a 2m distance. Large tables in the shared area for individual and group work, allowing for distance.</li> <li>• Individual equipment such as pens and pencils allocated for each pupil – these have all been put into zip lock bags for preparation.</li> <li>• Allocate items such as books/toys to bubbles, to avoid mix use</li> <li>• Shared equipment such as PE, art, science etc should be cleaned in between use and where possible isolated for 48-72 hours</li> <li>• Ideally, adults should maintain 2 metre distance from each other, and from children. This may not always be possible with younger children or children with complex needs</li> <li>• When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups</li> <li>• make small adaptations to the classroom including seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of</li> </ul>					
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		<p>classrooms to make more space – excess furniture to the storage container.</p> <p>avoid large gatherings such as assemblies</p>					
Poor pupil behaviour increases the risk of the spread of the infection.	high	<ul style="list-style-type: none"> <li>• Pupils are reminded of the behaviour policy on their return to school</li> <li>• Sanctions (and how they will be applied in the context of social distancing) are clearly communicated to pupils and parents. Behaviour policy is adjusted as a consequence</li> <li>• Pupils’ individual behaviour plans are reviewed and specific control measures identified and shared with pupils and staff where necessary.</li> <li>• Follow T&amp;W PPE guidance</li> </ul> <p>As a result, pupils and staff understand the behaviour policy/individual plans in context.</p>	<b><u>low</u></b>	<b><u>low</u></b>	<b><u>Emma Plowman</u></b>	<b><u>01.09.20</u></b>	
Pupils with complex needs are not adequately prepared for a return to school or safely supported.	High	<ul style="list-style-type: none"> <li>• Specific arrangements for pupil transport have been risk assessed and agreed with local providers – this is not applicable to our setting</li> <li>• Leaders and staff should review individual pupils’ handling plans, including the use of PPE (see PPE guidance)</li> <li>• Additional advice should be sought from external agencies where appropriate in relation to moving and handling (physiotherapy, occupational therapy)</li> </ul>	<b><u>low</u></b>	<b><u>low</u></b>	<b><u>Emma Plowman</u></b>	<b><u>1.9.20</u></b>	

		<ul style="list-style-type: none"> <li>Review individual communication plans where close proximity is expected e.g. on-body signing</li> <li>Plans should be understood, shared and followed consistently by all staff working with those pupils</li> <li>Prepare additional social stories to support pupils with autism / learning difficulties (highlighting changes to classrooms/arrangements/use of PPE, for example) and share with parents and pupils prior to pupils returning to school.</li> <li>Follow T&amp;W PPE guidance</li> </ul> <p>As a result, pupils with complex needs are well supported.</p>					
Vulnerable pupils and pupils with SEND do not receive appropriate support.	medium	<ul style="list-style-type: none"> <li>Appropriate planning is in place to support the mental health of pupils returning to school – recovery curriculum approach is used.</li> <li>Agree what returning support is available to pupils with SEND in conjunction with families and other agencies.</li> </ul> <p>As a result, pupils with SEND and those concerned about returning to school are well supported.</p>	<u>low</u>	<u>low</u>	<u>Emma Plowman and Amanda Martin</u>	<u>1.9.20</u>	
Increased number of safeguarding concerns reported after lockdown.	High	<ul style="list-style-type: none"> <li>Agree safeguarding provision to be put in place to support returning pupils</li> </ul>	<u>low</u>	<u>low</u>	<u>Mark Davis</u>	<u>1.9.20</u>	

		<ul style="list-style-type: none"> <li>• Ensure that key staff (DSL and deputies) have capacity to deal with any arising concerns – capacity increased so Assistant Head is not classroom facing.</li> <li>• Follow up any referrals made by staff swiftly, while maintaining social distancing.</li> </ul> <p>As a result, safeguarding remains of the highest priority and practice.</p>					
Emergency evacuation due to fire etc.	medium	<ul style="list-style-type: none"> <li>• Lockdown, fire and emergency evacuation procedures to be reviewed so that social distancing can be maintained. Addendum to be added to the evacuation plan.(business manager writing)</li> <li>• Practice fire drill completed in first week</li> <li>• Leaders to communicate procedures to all staff</li> <li>• Staff to communicate emergency evacuation procedures to pupils at the beginning of each day.</li> </ul> <p>As a result, social distancing is maintained in the event of an emergency evacuation.</p>	<u>low</u>	<u>low</u>	<u>Suzanne Lees</u>	<u>1.9.20</u>	
Cleaning is not sufficiently comprehensive.	medium	<ul style="list-style-type: none"> <li>• Ensure that all cleaning and associated health and safety compliance checks have been undertaken prior to opening</li> </ul>	<u>low</u>	<u>low</u>	<u>Mark Davis</u>	<u>1.9.20</u>	



	<ul style="list-style-type: none"> <li>• A nominated member of staff monitors the standards of cleaning in school and identifies any additional cleaning measures</li> <li>• Additional cleaning staff employed (or given additional hours) to increase the regularity of cleaning. Requested from LA service but will use private company if not available.</li> <li>• Whilst pupils are at break time/lunchtime, either the group lead or lunchtime cover staff to clean tables/door handles with a disinfectant spray. Gloves to be worn during this and hands washed afterwards</li> <li>• Disposable gloves/wipes/sprays are next to photocopiers/printers etc</li> <li>• Cleaners to act upon guidance normally linked to 'deep cleans' as part of their daily procedures (i.e. a focus on door handles, toilets, changing room, toys in the Early Years).</li> <li>• Assess the schools ability to follow T&amp;W cleaning in school guidance, if unable to complete notify the Local Authority</li> </ul> <p>As a result, high standards of cleanliness are maintained in school.</p> <p>By the end of the summer term, Public Health England will publish revised</p>					
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		guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the current advice on <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>					
Contractors, deliveries and visitors increase the risk of infection.	medium	<ul style="list-style-type: none"> <li>• All contractors to be checked to ensure that they are essential visitors prior to entry to the school</li> <li>• Agree arrival and departure times with contractors to ensure that there is no contact with staff or pupils</li> <li>• All contractors/visitors to wash hands either prior to or on entry to the school site</li> <li>• Contractors and visitors are directed to specific/designated handwashing facilities</li> <li>• All areas in which contractors work are cleaned in line with government guidance</li> <li>• Contractors to bring own food, drink and utensils onto site.</li> <li>• Staff who receive deliveries to the school to wash hands in line with government guidance after handling</li> <li>• Where possible, staff to identify safe/designated place for delivery without need for contact with staff. Drop boxes in place at the school office for this purpose. Drivers are not permitted to enter the school premises when making deliveries</li> </ul>	<b><u>low</u></b>	<b><u>low</u></b>	<b><u>Suzanne Lees</u></b>	<b><u>1.9.20</u></b>	

		<ul style="list-style-type: none"> <li>• If drivers have to enter school site e.g. pallet delivery, ensure that they are asked to maintain social distancing and use hand sanitiser before entering the building</li> <li>• Surfaces to be cleaned after any deliveries have been made.</li> </ul> <p>As a result, any external visitors/contactors are kept safe and the risk to other members of the school is minimised.</p>					
Professional Visitors	medium	<ul style="list-style-type: none"> <li>• All visitors to be checked to ensure that they are essential visitors prior to entry to the school</li> <li>• Pre questionnaire completed by professional visitor</li> <li>• Agree arrival and departure times with professional visitor to ensure that there is no contact with staff or pupils</li> <li>• All professional visitors to wash hands on entry to the school site</li> <li>• Professional visitors are directed to specific/designated handwashing facilities</li> <li>• All areas in which Professional visitor work are cleaned in line with government guidance</li> <li>• Professional visitors to bring own food, drink and utensils onto site.</li> <li>• Professional visitors to be responsible for cleaning their own equipment and personal belongings</li> </ul>	<u>low</u>	<u>low</u>	<u>Suzanne Lees</u>	<u>1.9.20</u>	

		<ul style="list-style-type: none"> <li>• Current PPA room to the right of front door to be used by external visitors.</li> </ul> <p>As a result, any professional visitors are kept safe and the risk to other members of the school is minimised.</p>					
Music Lessons	Low	<p>Advice given:</p> <p>Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance.</p> <ul style="list-style-type: none"> <li>• Play/sing outdoors where possible</li> <li>• Limit group sizes to no more than 15</li> <li>• Position pupils back to back or side to side</li> </ul> <p>Children will not be remixing for music lessons and we will not have singing or chanting or playing of wind/brass instruments. Careful consideration will be given based on current circumstances if visiting music staff can be accommodated.</p> <p>No choir club until government and local guidance says otherwise. Children will be given the video links to practice songs for Young Voices at home.</p>	<u>Low</u>	<u>Low</u>	<u>Mark Davis</u>	<u>1.9.20</u>	

Physical Activities	Low	<ul style="list-style-type: none"> <li>Outdoor sports should be prioritized – all classes are allocated time with a sports coach through the week.</li> <li>Scrupulous attention to cleaning and hygiene</li> </ul> <p>We will refer to the following advice:</p> <ul style="list-style-type: none"> <li><a href="#">guidance on the phased return of sport and recreation</a> and guidance from <a href="#">Sport England</a> for grass root sport</li> <li>advice from organisations such as the <a href="#">Association for Physical Education</a> and the <a href="#">Youth Sport Trust</a></li> </ul> <p>See also educational visits.</p>	<b><u>Low</u></b>	<b><u>Low</u></b>	<b><u>Mark Davis</u></b>	<b><u>1.9.20</u></b>	
Breakfast club/After school provisions	High	<p>Where possible keep to school bubbles – school have reorganised the children so that in each year, all those who have wrap around are in one bubble – so we have 7 bubbles for wrap around care. Wrap around staff are mainly consistent and are often the staff who work with children for part of the day.</p> <p>At a point, school will combine the 2 classes in a year group into one bubble of up to 64 and this will allow those who did not register for wrap around and so were not put in the wrap around class, to access wrap around care. There is no fixed date for this.</p>	<b><u>Low</u></b>	<b><u>Low</u></b>	<b><u>Mark Davis</u></b>	<b><u>1.9.20</u></b>	

		<p>There is a session of sport each day from the sports coach as part of wrap around and this is rotated around the classes. Sports coaches work outdoors or in the hall and therefore able to have good social distancing in the multiple groups they work with.</p> <ul style="list-style-type: none"> <li>• No contact sport</li> </ul>					
Transport	tbc	Follow the transport guidance – as it emerges.					
Educational Visits	High	<ul style="list-style-type: none"> <li>• No overnight or overseas educational visits – the September Arthog visit has been cancelled and rebooked for March. The next update on this is due in December.</li> <li>• Non-overnight domestic educational visits can resume</li> <li>• Pupils to be kept to the school bubbles</li> </ul> <p>Destination should be COVID-secure</p> <p>School decision – no educational visits for the Autumn term.</p> <p>Sports visits – we will follow the grass roots advice and will consider attending any Telford and Wrekin or Crossbar events, which we will assess on a case by case basis.</p>	<b><u>Low</u></b>	<b><u>Low</u></b>	<b><u>Mark Davis</u></b>	<b><u>1.9.20</u></b>	

**[School-specific arrangements relating to risk assessment that may need additional detail:](#)**

## **Capacity and organisation of teaching spaces**

We have also purchased 6 event shelters, which will allow groups to make more use of the outdoors.

## **Arrival to and departure from school**

Detailed above.

## **Movement around the school**

There is minimal movement needed around school as children are in bubbles and communal areas around school such as the hall have become group bases.

## **Classroom allocations**

These are detailed on the staffing and organisation plan.

## **Timetable arrangements**

Flexible timetables are in arrangement and each teacher forms their own timetable. There is a rota for lunchtime.

## **Break time plan**

A rota will be in place zoning areas of the outside space. Teachers fill this in for when they use outside space.

## **Toilets**

Each bubble can access the toilets during their break times, making this easier to manage. If only the bubble is accessing the toilets, there is not a need for capacity cap. If separate classes are accessing the toilets – e.g. during a lesson time, the number is capped at 2.

## **Staffroom and offices**

Capacity limits:

PPA room – 4

Staffroom – 4

Den rooms – 6

Den kitchen – 1

Rainbow room – 4

Leadership office – 4

Front offices - 3

Front office reception area:

Only 1 person will be admitted to the front office at a time. (bell controlled)

Social distancing signage will be added outside the office.

Parents are asked to relay messages by email wherever possible and team emails have been provided for this.

### **Classroom expectations**

On the first day back, each group will make a social distancing charter. This will be revisited after the half-term break.

### **Pupil expectations**

Pupils are expected to follow social distancing wherever possible and staff are expected to remind them.

### **Staff expectations**

Staff need to use the photocopiers in their wing, rather than another machine within the school and wipe down the controls after use.

Staff have been reminded of the LA support available to them.

Staff have been reminded of the Headteacher's personal mobile number for contact whenever is needed.

Staff are asked to bring their allocated devices to school with them in order to access IT, reducing the use of shared devices.

### **Wrap around care:**

Parents need to provide their own food to children in wrap around care.

Wrap around care bubbles have been set up separately to the other bubbles.

### **First aid**

PPE is not needed for first aid, unless the pupil is displaying symptoms. However, it is available if staff wish to use it. Each area of school is being equipped with a first aid kit and recording book. Slips will be used rather than CPOMS for recording but the class teacher or TA

Wherever possible, there is a first aider in each wing

Children will be asked to complete minor first aid themselves – such as applying a paper towel

Additional icepacks have been purchased so that they can be refrozen overnight before being used again. They will be wiped over with 2 stage spray after use.

### **Useful links:**

- Safeguarding: <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>
- Remote learning: <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>
- Attendance: <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>
- Premises: <https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak>



- Prevention and control- <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
- Advice: <https://www.gov.uk/government/collections/coronavirus-covid-19-list-of-guidance>
- Vulnerable: <https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>
- Extremely vulnerable: <https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>
- SEND - <https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance>
- Home learning support: <https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources>
- Remote support: <https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19>
- Accountability measures: <https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability>
- Pupils' mental health support/pastoral care at home: <https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak#helping-children-and-young-people-cope-with-stress> Parents: <https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19>
- Parents with pupils with SEND: <https://www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19>
- Supporting parents: <https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#working-with-parents>
- Financial support: <https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care>
- Exceptional costs: <https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-schools/school-funding-exceptional-costs-associated-with-coronavirus-covid-19-for-the-period-march-to-july-2020>
- Reducing burdens: <https://www.gov.uk/government/publications/coronavirus-covid-19-reducing-burdens-on-educational-and-care-settings/reducing-burdens-on-educational-and-care-settings>
- Social distancing: <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>
- PPE: <https://www.gov.uk/government/collections/coronavirus-covid-19-personal-protective-equipment-ppe>
- Public health England <https://www.gov.uk/government/organisations/public-health-england>
- NHS: <https://www.nhs.uk/conditions/coronavirus-covid-19/what-to-do-if-you-or-someone-you-live-with-has-coronavirus-symptoms/>
- Government advice: <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>
- DfE <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
- A detailed checklist and key guidance for action for health and safety is available at: [www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak](http://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak)
- Information re testing: <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>