Education settings must be able to achieve the following controls as defined by the Department of Education. The Risk Assessment must be reviewed by Head Teachers point by point and where actions are implemented, they must be re-worded if necessary, to show how the controls have been applied, add/amend for your school environment. The risk assessment should be reviewed at SLT and with the Governing Body and shared with all staff. The risk rating for each identified hazard and overall risk assessment must be considered and decided/changed to Low, Medium, or High by the school on how the school proceeds with the COVID-19 control measures within the school. Sharing the risk assessment with School Unions and using the risk assessment as a training tool for all staff to ensure full knowledge and control of risk is in place. Secondary schools are expected to have a staggered return to school with remote learning for the first week in January.

The current Government guidance for detailed review to assist in your risk assessment links:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

[*https://www.gov.uk/government/publications/schools-and-childcare-settings-return-in-january-2021/schools-and-childcare-settings-return-in-january-2021*](https://www.gov.uk/government/publications/schools-and-childcare-settings-return-in-january-2021/schools-and-childcare-settings-return-in-january-2021)

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| **Description of Activity** | COVID 19 Secure School Risk Assessment Version 3.0 | **Review Dates** |  |
| **Location** | St. Luke’s CE School | **Tier level** | 4 |
| **Completed by** | Rebecca Abrahams, Executive headteacher |  |  |
| **Date of Assessment** | 04 March 2021 |  |  |

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| Taking steps to protect the health and safety of all persons in St. Luke’s community is the responsibility of everyone: staff, children and parents. We all share a responsibility to look out for each other and to report any concerns that we have accordingly.  All staff, if they are concerned about any aspect of this Risk Assessment, or are aware of any risks not attended to in this document but present in the school, are duty bound to report their concerns to the Executive Headteacher, Rebecca Abrahams, or in her absence - the Head of School, Cristina King or the School Business Manager, Mike Gleeson. This is to ensure that any risks can be attended to immediately and mitigated for everyone’s benefit.  Awareness of concerns, but failure to report, would be considered a serious disciplinary or capability issue.  At St. Luke’s, our school values apply to everyone. We believe that the responsibility starts with us, as we seek to ensure that everyone can enjoy St. Luke’s safely in partnership together. |

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| **SECTION ONE: PREVENTION** | | | | | | |
| **What are the hazards?** | **Who & how might someone be harmed?** | **What are you currently doing to control risks?** | **Risk Rating**  **L / M / H** | **What else do you need to do**  **(if applicable)?** | **Action by who / when?** | **Date Completed** |
| 1. ***Minimise contact)***   People unwell/  Coronavirus  (COVID-19) (CV19)  Someone entering the school/workplace/offices with CV19 | **Employees, agency, Pupils, visitors**  Causing severe infection/disease | 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  2 Ensuring that pupils, staff and other adults do not come into the school if they have [coronavirus (COVID-19) symptoms](https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus) or have tested positive in at least the last 10 days and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19).  All schools must follow this process and ensure all staff are aware of it.  3 If anyone in the school becomes unwell with a new and persistent cough or a high temperature, or has a loss of or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow [guidance for households with possible or confirmed coronavirus (COVID-19) infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance), which sets out that they should self-isolate for at least 10 days and should [arrange to have a test](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested) to see if they have coronavirus (COVID-19).  4 Other members of their household (including any siblings) should self-isolate for 10 days from the day after the individual tested positive.  5 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 and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.  6 If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.  7 PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the [safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE)](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe) guidance.  8 If a child in a boarding school shows symptoms, they should initially self-isolate in their boarding house (or the accommodation they stay in while at school). Most children will benefit from self-isolating in their boarding house so that their usual support can continue. Others will benefit more from self-isolating in their home.  9 As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not otherwise visit the GP, pharmacy, urgent care centre or a hospital.  10 Any member of staff who has provided close contact care to someone with symptoms, even while wearing PPE, and all other members of staff or pupils who have been in close contact with that person with symptoms, even if wearing a face covering, do not need to go home to self-isolate unless:   * the symptomatic person subsequently tests positive. * they develop symptoms themselves (in which case, they should arrange to have a test) * the symptomatic person subsequently tests positive. * they are requested to do so by NHS Test and Trace or the PHE advice service (or PHE local health protection team if escalated)   11 Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned after they have left to reduce the risk of passing the infection on to other people. See the [COVID-19: cleaning of non-healthcare settings guidance](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings).  12 Public Health England has good evidence that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19 | M | All parents, on bringing their children back to school, will be issued with Parent Guidance and a clear ‘direction’ not to bring their children to school if they or any other member of their family have any of the Covid-19 symptoms until they have been tested and have a negative result.  If a child or member of staff develops symptoms linked to Covid-19 whilst on the school site, they will be removed from their Bubble immediately.  Staff will be sent home (with their children if they are on roll in the school) and asked to get tested before returning.  Children will be isolated into the First Aid Room and supervised by a member of SLT who will wear PPE until a parent comes to school to collect them because the room is not well ventilated but is away from any other children and easily accessible once parents arrive. They too will be asked to be tested before returning to school.  If more than one child requires supervision then another meeting room will be used.  Rooms will be deep cleaned after use and before any further use. They will be taped off until that has been done. | CK re Parent guidance  SLT | Parent declaration will be given to parents on the first day back of school. |
| 1. ***Face Coverings)***   Coronavirus  (COVID-19) (CV19) | **Employees, agency, pupils, visitors**  **Causing severe infection/disease** | 1 The government is not recommending universal use of face coverings in all schools.  2 Schools that teach children in years 7 and above and which are in local restriction tier 1 will have the discretion to require face coverings for pupils, staff and visitors in indoor areas outside the classroom where social distancing cannot easily be maintained, such as corridors and communal areas and it has been deemed appropriate in those circumstances.  3 Primary school children will not need to wear a face covering.  4 In particular, schools that teach years 7 and above it is recommended the wearing of face coverings for pupils, staff or visitors in communal areas outside the classroom where the layout of the schools makes it difficult to maintain social distancing when staff and pupils are moving around the premises, for example, corridors.  5 In primary schools where social distancing is not possible in indoor areas outside of classrooms between members of staff or visitors, for example in staffrooms, headteachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances.  6 Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings could have a negative impact on teaching and their use in the classroom should be avoided.  7 On DFEs recommendation face coverings should be worn in classrooms or during activities for pupils in year 7 plus, unless social distancing can be maintained. This does not apply in situations where wearing a face covering would impact no the ability to take part in exercise or strenuous activity, for example PE lessons  8.Transparant Face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. There is currently very limited evidence regarding the effectiveness or safety of transparent face coverings, but they may be effective in reducing the spread of the virus.  9. Face visors or shields should not be worn as an alternative to face coverings. They -may protect against droplet spread in specific circumstances but are unlikely to be effectively in reducing aerosol transmission when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.  **Local restriction tiers: 2, 3 or 4**  When an area moves to local restriction tiers 2, 3 or 4, in settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. This does not apply to younger children in primary schools and in early years settings.  7 In the event of an area moving into local restriction tiers 2, 3 or 4, schools will need to communicate quickly and clearly to staff, parents and pupils that the new arrangements require the use of face coverings in certain circumstances.  **Exemptions**  Some individuals are exempt from wearing [face coverings](https://www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own/face-coverings-when-to-wear-one-and-how-to-make-your-own). This applies to those who:   * cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability. * speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate.   The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs.  **Access to face coverings**  It is reasonable to assume that staff and young people will now have access to face coverings due to their increasing use in wider society, and Public Health England has made available resources on how to make a simple face covering.  However, where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it, or it having become soiled or unsafe, education settings should take steps to have a small contingency supply available to meet such needs.  No one should be excluded from education on the grounds that they are not wearing a face covering.  **Safe wearing and removal of face coverings**  Schools should have a process for removing face coverings when those who use face coverings arrive at school, and when face coverings are worn at school in certain circumstances. This process should be communicated clearly to pupils and staff.  Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully.  Pupils must be instructed not to touch the front of their face covering during use or when removing it and they must dispose of temporary face coverings in a ‘black bag’ waste bin (not recycling bin) or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.  **Further guidance on face coverings**   * [Safe working in education, childcare and children’s social care provides](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care) * [Face coverings in education settings](https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education) | M | Staff must use a face coverings in the following situations:   1. When supervising someone with Covid symptoms who becomes unwell in school until they are collected; (if a child, young person or other learner becomes unwell with symptoms of coronavirus (COVID-19) while in their setting and needs direct personal care until they can return home. A fluid-resistant surgical 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 disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn 2. When undertaking intimate care and a safe distance cannot be maintained.   If a staff member feels they must wear one in order to feel safe to return to work, we will work with that member of staff, to seek to put other precautions in place and reassure them but if they still wish to wear it, we will make sure they are trained to use it safely.  The WHO has guidance re the use of face coverings by children and the current guidance states:  Children aged 5 years and under should not be required to wear masks. This is based on the safety and overall interest of the child and the capacity to appropriately use a mask with minimal assistance.  WHO and UNICEF advise that the decision to use masks for children aged 6-11 should be based on the following factors:   * Whether there is widespread transmission in the area where the child resides; * The ability of the child to safely and appropriately use a mask * Access to masks, as well as laundering and replacement of masks in certain settings (such as schools and childcare services); * Adequate adult supervision and instructions to the child on how to put on, take off and safely wear masks; * Potential impact of wearing a mask on learning and psychosocial development, in consultation with teachers, parents/caregivers and/or medical providers; * Specific settings and interactions the child has with other people who are at high risk of developing serious illness, such as the elderly and those with other underlying health conditions.   Available here are resources to aid the training of children and staff to wear masks safely.  <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/when-and-how-to-use-masks>  In line with current guidance we are not asking children to wear masks in our school.  **We are however strongly encouraging staff to wear a face covering whenever they are anywhere in the building other than their Bubble, for example: at the photocopiers or when safe social distancing cannot be observed for instance when marking a child’s work with them. This includes if they are attending training that cannot be arranged remotely and has to take place on the school site.**  **Furthermore, all parents and carers have been kindly requested to wear a face covering at drop off and pick up and they have been reminded of the importance to observe a safe distance when talking to staff even if they are wearing a face covering.**  **Please see Mike Gleeson, School Business Manager, for additional masks.**  **The school will provide a bin in the main Reception area solely for the safe disposal of used masks.** | Regular reminders in the briefings.  Regular reminders in the newsletters. |  |
| 1. ***Hand hygiene)***   Coronavirus  (COVID-19) (CV19)  Poor Hand hygiene | **Employees, agency, pupils, visitors**  Causing severe infection/disease | 1 Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating.  2 Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:   * school implemented a review and increased hand washing stations as necessary so that all pupils and staff can clean their hands regularly. * 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. * have built 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 | M | From previous INSET staff understand the regime of handwashing expected. At the start of each half term, or on their return to school, each class will have a focus on educating the children in the importance of hand hygiene.  .  All classrooms have sinks and a plentiful supply of soap as well as disposable towels to dry hands thoroughly with. Each classroom also has a plentiful stock of hand sanitiser, although it is recognised that soap and water is likely to be better for the children’s skin and therefore is promoted.  Hand sanitiser stations are located throughout the school building, at entry points and also at entry to the dining halls.  Posters are displayed throughout the building to promote rigorous effective hand hygiene. SENCO to support with social stories for target children.  1:1 TAs to assist children with SEND to ensure sanitiser is not ingested or misused in other ways.  Toilets are labelled for who can use them – adults or children, boys or girls and which year groups. Middays to supervise toilet access during lunchtimes.  The school has Visitors’ Guidance. This will be issued to all visitors in advance of them arriving at the school and specifies the expectation that visitors wash their hands upon arrival and before entry. Soap will be in the toilet in the Reception to enable this. This is also a sanitisation station at that entry point.  **Currently, Visitors remain strongly discouraged. Wherever possible, communication should be held on-line. Additionally, parents are to be requested to avoid coming to the school office and are instead asked to either email or phone the school with enquiries.**  The school will maintain the additional cleaner during the school day. She is highly efficient and effective. She will be asked to maintain cycle of cleaning of all toilets during the day, as well as touch points and be on hand for any arising cleaning requests.  Each classroom will have a set of cleaning materials, although there is no expectation that classroom staff do the cleaning themselves. It is however, made clear in the staff guidance, that staff must not bring in their own cleaning materials in case they do not comply with COSHH standards.  The importance of Hand hygiene will be frequently revisited in the school’s weekly briefings.  Throughout the year staff will receive behavioural change training which will include: not touching face, not putting hands/fingers in mouth eyes etc. To instead stand with arms folded or hands clasped in front or behind and most importantly – to hold each other to account in Bubble teams. | SBM, MG with Site Manager Bob and Lee to make sure all areas remain well stocked – on going  As above  CK to make sure posters are regularly refreshed.  SENCO HP to provide social stories.  Exec. Ht., Head of school and SBM with site team to ensure these are up to date.  All visits have to be approved by SLT who will issue the guidance.  CK to write expressly in the newsletter at the start of term re the new arrangements.  SBM, MG to work with Contract Services to make sure a rigorous cleaning regime is maintained. Bob and Lee to monitor quality of provision and support where needed during the day.  SBM MG, to purchase, Site manager Bob and Lee to distribute.  CK  Exec. Ht. RA and head of School CK INSET and ongoing |  |
| 1. ***Respiratory hygiene)***   Coronavirus  (COVID-19) (CV19)  Someone entering the school/workplace/offices with CV19 | **Employees, agency, Pupils, visitors**  Causing severe infection/disease | 1 The ‘catch it, bin it, kill it’ approach continues to be very important, increased amount of tissues and bins available in the school to support pupils and staff to follow this routine.  2 As with hand cleaning, younger children and those with complex needs are helped to get this right and all pupils understand that this is now part of how the school operates. The [e-Bug coronavirus (COVID-19) website](https://e-bug.eu/eng_home.aspx?cc=eng&ss=1&t=Information%20about%20the%20Coronavirus) contains free resources for schools, including materials to encourage good hand and respiratory hygiene.  3 Some pupils with complex needs will struggle to maintain as good respiratory hygiene will be considered with individual risk assessments in order to support these pupils and the staff working with them and is not a reason to deny these pupils face-to-face education.  4 Face coverings are required at all times on public transport, except for children under the age of 11. Further information can be found in the [face coverings](https://www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own/face-coverings-when-to-wear-one-and-how-to-make-your-own) guidance. | M | From previous INSET, staff understand the regime of respiratory hygiene expected with ‘Catch it, bin it, kill it’ being the focus. Each class will then have a focus at the start of each half term to further educate the children in the importance of respiratory hygiene.  Posters will be displayed around the school to reinforce this key message and to support teachers in training the children.  SENCO to support with social stories for target children.  The school will make sure that every classroom has a bin, with a lid, that can be opened with a pedal to avoid creating a contaminated contact point. Classrooms are well stocked with tissues. Cleaners are training to understand that waste must be double bagged and then stored for 72 hours before collection. | Class teachers  CK to make sure that posters are regularly refreshed.  SENCO, HP to provide social stories.  SBM, MG with Site Manager Bob and Lee to distribute and monitor stock |  |
| 1. ***Cleaning regime)***   Coronavirus  (COVID-19) (CV19)  Someone entering the school/workplace/offices with CV19 and there are poor cleaning standards | **Employees, agency, Pupils, visitors**  Causing severe infection/disease | 1 An increased cleaning schedule that ensures cleaning is more frequent of rooms and shared areas that are used by different groups.  2 Frequently touched surfaces being cleaned more often than normal.  3 Toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet - different groups being allocated their own toilet blocks could be considered but is not a requirement if the site does not allow for it  4 Public Health England has published revised [guidance for cleaning non-healthcare settings](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings) to advise on general cleaning required in addition to the existing advice on cleaning those settings when there is a suspected case.  5 Local audits and inspections of cleaning staff work activities and areas of cleaning to be completed to ensure governance and control measures are being implemented to high standards.  6 Cleaning contractor CV19 risk assessments to be requested upon any significant changes to ensure a monitoring role of contractor cv19 compliance is implemented | M | Note: PHE will publish new revised guidance for cleaning non-healthcare settings  Current standards for cleaning;  [Covid-19-decontamination-in-non-healthcare-settings](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings)  Contract Services supply our cleaning and cleaners.  Contract Services supply their risk assessment, and they consult with us on cleaning schedules. As such, we have enhanced our cleaning schedules to include photocopiers and printers as regularly used contact points as well as children’s slides, adult and child toilets, door handles, stair rails, non- porous surfaces on play equipment, buttons and rails for the lifts etc.  ‘Cleaning stations’ will be at each printer so that staff can wipe them between uses, in addition to the cleaning schedule, if they wish.  A schedule is in place for the cleaning, which demonstrates how often each aspect needs to be cleaned.  All surfaces will be first washed with soapy warm water and then disinfected with spray between uses.  Lee will assist the Midday staff in cleaning all of the tables and stools between year groups at lunchtime, **making sure that they have enough disposable towels and spray to do this thoroughly and efficiently.**  In our school, adults and children in different Bubbles are allocated different toilets although there will need to overlap between some Bubbles. Regular cleaning throughout the day will minimise the risk of transmission when supported by the earlier section on hand hygiene.  In Before and After School clubs, resources will be clearly labelled and allocated to Bubbles.  Our PE teacher understands that resources need to be cleaned between uses or left alone for at least 48 hours (72 hours for plastics) between uses.  In the EYs, the current strategy for soaking toys overnight in warm soapy water will continue. Toys that cannot be washed should not currently be used. Bigger toys, are included in the cleaning schedules e.g. outdoor equipment/bikes etc**. The EYs team also use disinfectant spray for some frequently used but bigger toys.**  Our librarian will implement a 72-hour quarantine on returned library books (because of the plastic covers) to make sure that they can be loaned to children, as our children need access to books. A selection of books will be sent into classes, children will choose from those and then the books will be quarantined on return.  Each child has their own pack of resources. This removes the need for them to bring anything into school other than their packed lunch if they have one and named water bottle each day.  Rigorous hand hygiene procedures enable staff to handle books and therefore the marking of work can continue in line with the school’s policy. (**We are having a low marking week for the first week back and them reduced marking for the remaining two weeks of the Spring term, to support workload during this time of transition**)  Teaching resources can be shared across the Bubble, but if are then to be used by another Bubble, they should be quarantined for 48 hours, or 72 hours if plastics or must be cleaned. (Teaching clocks, Unifix, bead strings, egg timers, weighing scales, volume measuring cylinders, paint brushes etc.  All staff are reminded that if waste may have been in contact with someone suspected to be infected, the waste must be double bagged and quarantined for 72 hours before being disposed of. | SBM, MG to resource cleaning stations.  SBM, MG to monitor impact.  Lee and Midday staff  Cathy Clarke and Energy Kidz  Anna Adamczyk  Jess Tough and EYs staff  SBM, MG to check with Contract Services  Jacob Turner  Parent guidance clearly explains that children must not bring additional items into school  Site manager Bob and Lee to support teachers by managing a quarantine programme in the ‘attic’.  Staff to alert Bob, Site Manager |  |
| 1. ***Minimise contact social distancing)***   Coronavirus  (COVID-19) (CV19)  Someone entering the school/workplace/offices with CV19 coming close to others, poor social distancing, mixing of groups, lack of infection control separation | **Employees, agency, Pupils, visitors**  Causing severe infection/disease | 1 Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts and schools must consider how to implement this.  2 We have assessed the school operational set up to reduce contacts wherever possible whilst delivering a broad and balanced curriculum.  3 Bubbles have been implemented to continue in reducing the number of contacts between children and staff, and through maintaining the distance between individuals.  4 We have followed the government guidance on how to group children throughout 2020 and will be continued into 2021.  5 Classroom set up to encourage avoidance of face to face, and aiming to maintain social distancing of 2m wherever possible, or reducing time spent within 1 metre of anyone, those with special needs will need to have the continued close support and PPE will be reviewed and implemented for these close contact pupils. That should include seating pupil’s side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.  6 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.  7 Groups are being kept apart, avoiding large gatherings such as assemblies or collective worship with more than one group.  8 When timetabling, groups are kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits.  9 Staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).  10 A plan of how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.  **Measures for arriving at and leaving school**  11 Staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may, for example, include condensing/staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour. Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.  **Other considerations**  12 Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories.  13 Schools, local authorities, health professionals, regional schools’ commissioners and other services should work together to ensure that children with medical conditions are fully supported, including through the use of individual healthcare plans, so that they may receive an education in line with their peers. In some cases, the pupil’s medical needs will mean this is not possible, and educational support will require flexibility. [Our guidance on supporting pupils at school with medical conditions](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf) remains in place.  14 Supply teachers, peripatetic teachers and other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.  15 Schools should consider how to manage other visitors to the site, such as contractors, and ensure that the risks associated with managing contractors, visitors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the school and across different groups, are addressed. This will require close cooperation between both schools and the other relevant employers.  16 Schools should have discussions with key contractors about the school’s control measures and ways of working.  17 Schools should ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace.  18 As normal, schools should engage with their local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school’s control measures. These programmes are essential for children’s health and wellbeing and can also provide benefits for staff.  19 Where a child routinely attends more than one setting on a part time basis, for example, because they are dual registered at a mainstream school and an alternative provision setting or special school, schools should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child.  20 Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. Given the increasing knowledge we have of the virus, that position has now changed. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.  21 Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery, and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources. | M | At St. Luke’s each year group will be a Bubble, meaning each Bubble will not exceed 60 children. For each Bubble, the children will be taught in their separate classes. Please note the following:   1. In Nursery, we have 30 places in the morning and 30 places in the afternoon. **Staff and the few full-time children that we have will all observe strict hand and respiratory hygiene throughout the day and particularly between the morning and afternoon sessions, and staff will avoid face to face contact with the children at their level.** 2. In Reception, the two classes share the main teaching space and both playgrounds for a lot of the time. They will also have their lunch in their classroom space. To minimise the risk of transmission, it is imperative that staff observe all of the guidance in the earlier sections on hand and respiratory hygiene as well as the cleaning regime especially in relation to the daily washing of toys. 3. For Years 1 – 6, the children are taught in their smaller classes of 30 – but mix just for the following:  * To eat lunch, spaced out, in the halls; * When **outside** for playtime and lunch play.   In Nursery and Reception, in our model of provision, the children will free flow from one activity to another in their play. We feel this is especially important given many of our children will have had their play restricted due to lock down and some live in overcrowded households. At St. Luke’s, to compensate for the children moving from one activity to another in Nursery and Reception, the earlier sections for hand and respiratory hygiene and cleaning regime will be strictly observed and the staff are directed to avoid all face-to-face contact with children at their level. Furthermore, the staff will make sure that the doors outside are always open, to ensure the classrooms are very well ventilated.  In Years 1 – 6, the classrooms will be set up with 15 tables Children will have a partner that they sit with for the whole of the half term. Class teachers will only swap partners over if it becomes apparent that two children cannot work well together. Both children will face forward. Staff wishing to assist children will stand to their side, or slightly behind them – always remaining above the children, avoiding all face-to-face contact. Some classes may have the tables in rows, **others may opt for the horse shoe lay out or even groups – but the children will not be less than a metre face to face anywhere.**  In all year groups, EYs, KS1 and KS2, if children require emotional support, staff may put a hand on the child’s head or shoulders. Staff may also give the child an object that they seek comfort from. Staff must avoid getting down to the child’s level, must avoid all face-to-face contact and for the younger children – not ask children to sit on their knee. Instead, staff can put two chairs next to each other, sit on one with the child on the other and put a hand on their shoulder… This strategy has obvious safeguarding benefits as well.  At St. Luke’s we will do our best to minimise the number of staff who work with more than one Bubble.  **Midday staff** will work with no more than two Bubbles, with the exception of the Senior Midday staff. When working with children in the lunch hall, Midday staff can fulfil their responsibilities standing slightly behind children and avoiding all face-to-face contact. Most of the Midday staff’s work is outside, where the risk of transmission is far less and staff are advised, as much as possible, to encourage children’s safe play but from a safe distance.  **PPA teachers** AA and YC and **SLT** will work across more than two Bubbles.   * YC only works with KS2 pupils where maintaining 2m distance, with the support of the class teaching assistant, is feasible and strongly encouraged. More recently, YC has also been trialling delivering her lessons to some year groups remotely, with the class Tas present in the classroom. * AA works with children in KS1 and KS2. It is harder to maintain the 2m distance especially with the younger children – but AA is encouraged to use children to model new learning for each other, and to request that the class teaching assistant assists children directly when required as much as is feasible. As much as possible, AA delivers her lessons outside.   Strict hand hygiene before and after all lessons is essential.  Our **Psychological Therapist** works with children on a 1:1 basis from different Bubbles. She works in a space that is big enough to maintain social distancing and can be well ventilated. To prevent her from breaking lots of Bubbles, her timetable will be stuck to and shared, with any changes communicated in advance. This will allow staff in Bubbles to bring children to her and safely hand them over to the therapist at her door.  This next section relates to the **Music provision** in the school. At St. Luke’s ‘whole class’ music is organised as follows:   1. African drums – Years 1 and 2; 2. Recorders – Year 3; 3. Strings – Year 4; 4. Guitars – Year 5.   **Drumming** will resume after the Easter holidays in the Music Room – with the door and windows open and the children seated facing the instructor at a safe distance. Children must wash their hands thoroughly before and after their lesson and will be observed carefully to avoid anyone using their hands on their face or in their mouths during the lesson.  **Year 3 recorders** will happen for both classes after Easter. According to Music Mark guidance, the recorders can be washed in a dishwasher after use and then stored safely for the following week. Again, the lessons will take place in the Music room, with the children facing the instructor at a safe distance. Children must wash their hands before and after the lesson. The recorders must not be used by anyone else during the Spring or Summer terms.  **Year 4 Violins and Cellos** will happen for whole classes given updated DfE guidance, with children sat equally spaced out in the Music room and all facing the instructors at a safe distance with the door and window open. If the number of instruments is an issue, after using an instrument the child will be shown how to wipe the necessary parts of the instrument with a disinfectant wipe before leaving it for the next child. Children must wash their hands before and after the lesson and observe strict respiratory hygiene.  **Violin and cello continuers** will be issued with their own instrument for the whole term. They will only be able to attend their lesson if they have their instrument with them. These lessons have fewer children in them; will take place in the music room with the children sitting at a safe distance from each other and the instructors. As always strict hand and respiratory hygiene measures will be adhered to and the room will be well ventilated.  **Year 5 Guitars** in whole classes with the children sat equally spaced out in the Music room and all facing the instructors at a safe distance with the door and window open. Children must wash their hands before and after the lesson and observe strict respiratory hygiene.  **Year 6 Guitar continuers** will be issued with their own Guitar for the whole term. They will only be able to attend their lesson if they have their instrument with them. These lessons have fewer children in them; will take place in the music room with the children sitting at a safe distance from each other and the instructors. As always strict hand and respiratory hygiene measures will be adhered to and the room will be well ventilated.  **Awards children** will have the same provision as continuers – i.e. their own instrument and the same guidelines as for the continuers.  **For Brass,** we will postpone starting the Year 4 beginners group. Year 5 and 6 continuers will go ahead, since all children are issued with their own instrument.  **Please note** that an adult, from each year group Bubble, will accompany the children to their music lesson each week. This person will assist the children directly if required, further allowing the tutors to maintain a safe distance from the children, owing to the fact that the tutors work in other schools and settings.  Furthermore, with our timetable, the Music room will only be used by one ‘Bubble’ a day, allowing for ventilation overnight, and cleaning between each day.  The following measures will be implemented to prevent ‘Bubbles’ coming into contact with each other:   1. The school will implement **staggered start and finish times** meaning no two Bubbles will occupy the same space at the start or end of the day; 2. The school will ask **one parent to drop off and collect** each child, further seeking to avoid the build-up of congestion. 3. If parents are waiting to drop their children off, staff will guide the parents to **queue observing social distancing** and fences will be marked up to assist. 4. We will **not have Collective Worship** together in the hall. Instead, Collective Worship will be arranged on Zoom. 5. **Play times and lunch times will be staggered** so that each space only has one Bubble in it at any one time and no two bubbles are moving in the building using the same route, at the same time. 6. Lunchtime will be managed in such a way that as much as is possible, children transition as a year group Bubble. This means children all eat together. They then wait for the majority of children to finish eating before going outside or returning to the classroom if it is wet play. If it is wet play the children will return to their own classroom. Each year group has more than two members of staff allocated to it to support ‘slow eaters’. If wet play each classroom has at least one adult with another adult floating in between classrooms to support. 7. The school will maintain a **one-way system** to ensure that Bubbles do not have to pass each other in the corridors. 8. Everyone is discouraged from using the **lifts**. One lift will go up only and the other – up only between the 2nd and 3rd floor and otherwise only down. If an adult has to use the lift they are advised to do so alone. If a child needs to use the lift, they should only be accompanied by one adult and that adult should stand on the opposite side to the lift when in transit. Both users should observe strict hand and respiratory hygiene measures and the adult should wear a face covering. 9. At the start of each term, when teachers are teaching their classes about hand and respiratory hygiene they will also **teach the importance of social distancing**. Teachers will ask children to avoid touching each other or the adults. When in the classroom, teachers will request that for as much of the time as possible, children remain in their specified seat. When children have to move in the classroom, for washing of hands for example, this will be managed with a few pairs at a time, to avoid congestion. 10. Our SENCO will support children to understand the importance of social distancing with **social stories**. 11. Parents are **kindly requested to avoid visiting the school office**, instead being asked to call or email. Only two visitors to be allowed in the main Reception at any one time, and only after the children have finished entering and exiting the building each day. Any parents waiting to visit the main office will be asked to queue observing social distancing and staff will assist if required. 12. To enable our teaching staff to have their breaks, year groups will be asked to release each other so that two people cover break duty and two people then take the time out of learning time, for their break. 13. Furthermore, **break out spaces** will be limited to two Bubbles only, **with the lunch time supervisors accessing one of their Bubbles’ break out spaces.** Staff will be advised to have their own plates and cutlery etc. but each break out space will have a kettle, microwave and fridge. 14. Year groups will be advised to use different printers/photocopiers however, we recognise that sometimes these pieces of equipment may fail and be out of use meaning year groups have to use others. 15. Paper to be kept next to the printers and photocopiers to reduce the flow of staff needing to visit the main office. 16. **The library printer is going to be moved to outside the intervention room on the top floor to avoid overlap of staff printing and staff on PPA in the library.**   Further to the Music tutors, the following professionals frequently visit our school site (this is not an exclusive list and there may be others that fit this brief):   * School Nurse; * Ed Psychologist * Attendance and Welfare Officer; * Speech and Language Therapist; * Kick London Coach; * Social Workers; * Education Well-being Practitioners(EWPs); * Advisory teachers from THEP or LA services for SEN.   Each of these professionals will be treated as a ‘Visitor’. They will be issued with guidance in advance of their visit that stresses the importance of hand and respiratory hygiene, cleaning and social distancing. If working with children, they will be provided with a space that is big enough for them to maintain a safe distance from the children being supported, and that is well ventilated. Visits must be agreed with a member of SLT and timetabled. Children will be brought to the professional by staff working with them in their Bubble, to avoid the visitor breaking Bubbles. If resources are to be used, whether supplied by the school or the professional, they must be cleaned thoroughly before and after use.  The school will work closely with the IT technician, to develop a programme whereby he works remotely from his room for as much of the time that is possible, and if he must work in another space, he does so when the staff and children are not there to ensure social distancing for him and the avoidance of breaking Bubbles.  **SLT and non-class-based staff will seek to reduce the number of visits to classrooms. When they do visit classrooms, they will wear a face covering and as much as possible will maintain a safe distance from everyone in the room, notwithstanding the fact that they may be there to attend to challenging behaviour and may need therefore to remove the child from the classroom.**  **Furthermore, staff are asked to not enter the school office under any circumstances, unless they are members of that Bubble. Staff are kindly requested to email their request to Pat or Absana where possible. If the request is urgent, staff are asked to please go into the main Reception area and speak with one of the team through the glass screen.**  **Please note that access to the attic must only be from the stairwell next to the library and not through Year 5 to avoid cross contamination of Bubbles.** | Nursery and Reception staff  Years 1 – 6 class teaching teams  All staff working directly with children.  Midday staff  PPA teachers and SLT  THAMES Music Tutors with year group staff to assist  Designated Year Group adult assisting the tutors  These measures are all listed in the guidance issued to staff and the separate guidance issued to parents by Head of School, CK. Please note that this guidance is kept under constant review and will be updated in view of any updates received from the government or PHE and then re-circulated.  SENCO, HP to design and share.  Head of School, CK to make sure allocations are detailed in the staff guidance.  Lee to keep paper at printers well stocked. *This will have to be reviewed if paper is misused.*  This guidance is detailed in the Visitor guidance, issued to all visitors in advance of their visit.  Year group staff  IT technician  SLT and non-class based staff |  |
| 1. ***Personal Protective Equipment)***   Coronavirus  (COVID-19) (CV19)  Someone entering the school/workplace/offices with CV19 | **Employees, agency, Pupils, visitors**  Causing severe infection/disease | 1 The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:   * where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained. * where a child or young person already has routine intimate care needs that involve the use of PPE, in which case the same PPE should continue to be used.   2 Read the guidance on [safe working in education, childcare and children’s social care](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care) for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it. | M | At St. Luke’s we recognise the national advice on face coverings.  During INSET we have shared the advice re face coverings and we encourage their use in the following situations:  1. When supervising someone with Covid symptoms who becomes unwell in school until they are collected;  2. When undertaking intimate care and a safe distance cannot be maintained.  Each Bubble has their own supply of PPE.  This guidance is also contained in the staff guidance issued to all staff.  If a staff member feels they must wear one to feel safe to return to work, then we will work with that member of staff, to seek to put other precautions in place and reassure them but if they still wish to wear it, we will make sure they are trained to use it safely.  Furthermore, we strongly encourage staff to wear a face covering whenever they are anywhere in the building other than their Bubble, for example: at the photocopiers and if safe social distancing cannot be maintained for example when marking a child’s work. This includes if they are attending training on the school site, that cannot be arranged remotely.  Staff receive regular guidance on their safe use so that all staff are aware and are able to follow procedures for their safe use, carefully.  Furthermore, all parents and carers have been kindly requested to wear a face covering at drop off and pick up and they have been reminded of the importance to observe a safe distance when talking to staff even if they are wearing a face covering.  **Please note that visors are not thought to be effective in the absence of a face covering, so members of staff preferring to wear a visor really should be wearing a face covering as well.** | CK – parent newsletter |  |
| ***(8 Keeping occupied spaces well ventilated)***  COVID-19) (CV19)  Someone entering the school/workplace/offices with CV19 | **Employees, agency, Pupils, visitors**  Causing severe infection/disease | Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.  This can be achieved by a variety of measures including:   * mechanical ventilation systems – these are adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply) * natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air. * natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)   Further advice on this can be found in Health and Safety Executive guidance on [air conditioning and ventilation during the coronavirus outbreak](https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm) and [CIBSE coronavirus (COVID-19) advice](https://www.cibse.org/coronavirus-covid-19/coronavirus,-sars-cov-2,-covid-19-and-hvac-systems).  To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:   * opening high level windows in preference to low level to reduce draughts. * increasing the ventilation while spaces are unoccupied (for examples, between classes, during break and lunch, when a room is unused) * providing flexibility to allow additional, suitable indoor clothing. For more information see [School uniform](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#school-uniform) * rearranging furniture where possible to avoid direct drafts.   Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.  1 Keep ventilation systems maintained regularly and adjusting systems where necessary, follow the current HSE, government and CIBSE guidance  air-conditioning-and-ventilation.htm  2 Premises maintain/monitor ventilation systems  3 Premises to check service and or adjustments required, so that they do not automatically reduce ventilation levels due to lower than normal occupancy, follow expert mechanical/electrical engineer advice for COVID-ventilation-heating assessments/reviewing/servicing  4 Opening windows and doors frequently to encourage ventilation where possible  5 Keep the systems operating continuously, i.e. not shutting down at weekends | M | Works have been undertaken by the LDBS during the lock down period to make sure the ventilation system in the new build is working.  In the old building, doors and windows can be opened to enable ventilation.  If a fire door is propped open to aid ventilation, the door must be closed when the classroom is vacated.  At times the temperature may fall in some spaces in the school, despite the heating being on high, so children are allowed to wear further in door clothing to make sure they are warm enough when in the building.  **Thermometers will be purchased for each occupied room as well as Carbon Dioxide measurers. Staff will be trained in how to use these pieces of equipment to judge whether the ventilation is adequate. When it is really cold, staff will be encouraged to ventilate the rooms well when the children are outside.** | SBM, MG  CK to inform parents through the newsletter  SBM, MG |  |
| ***(9 Asymptomatic Testing)***  Coronavirus  COVID-19) (CV19)  Someone entering the school/workplace/offices with CV19 | **Employees** | Rapid testing remains a vital part of the plan to suppress this virus. Schools should follow the guidance set out for their setting regarding the engagement with the voluntary twice weekly Lateral Flow Device testing for Primary School staff.  Rapid testing using Lateral Flow Devices (LFD)s will support the return to face-to-face education by helping to identify people who are infectious but do not have any coronavirus (COVID-19) symptoms.  The lateral flow devices used have received regulatory approval from the MHRA for self- use. Home test kits will be available for all staff on return. Testing remains voluntary but strongly encouraged.  **Symptomatic testing**  The asymptomatic testing programme does not replace the current testing policy for those with symptoms. Anyone with symptoms (even if they recently had a negative LFD test result), should still self-isolate immediately according to government guidelines. Those with symptoms are also expected to order a test online or visit a test site to take a lab-based polymerase chain reaction (PCR) test to check if they have the virus.  It remains imperative that the system of controls continues to be rigorously applied to enable the safest possible environment. The testing programme is an important addition to supporting leaders to maintain the continuity of education through the pandemic. |  | **Staff are encouraged to engage in the LFD testing at school. It is recommended that a test is taken twice a week, 3 or 4 days apart.**  **Test kits should be collected from Makda in the main office, who records collection in a spreadsheet;**  **Test results should be given to the Jo Royer who records results in a password protect spreadsheet. Further guidance in their effective use is distributed to all staff with the LFDs.** |  |  |
| **RESPONSE TO ANY INFECTION** | | | | | | |
| ***(10. Test and trace)***  Coronavirus  (COVID-19) (CV19)  Someone entering the school/workplace/offices with CV19 | **Employees, agency, Pupils, visitors**  Causing severe infection/disease | 1 Schools **must** ensure they understand the NHS Test and Trace process. Schools **must** ensure that staff members and parents/carers understand that they will need to be ready and willing to:   * [book a test](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested) if they or their child are displaying symptoms. The main symptoms are a high temperature, a new continuous cough and/or a loss or change to your sense of smell or taste. Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school. All children can be tested if they have symptoms, including children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit * provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace * [self-isolate](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection) if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19)   2 Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS [testing and tracing for coronavirus](https://www.nhs.uk/conditions/coronavirus-covid-19/testing-for-coronavirus/) website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.  3 The government will ensure that it is as easy as possible to get a test through a wide range of routes that are locally accessible, fast and convenient. We will release more details on new testing avenues as and when they become available and will work with schools so they understand the quickest and easiest way to get a test.  4 All schools have been sent an initial supply of 10 home test kits and information about how to order to replenish this supply when they are running out. Schools should call the Test and Trace helpdesk on 119 if these have not arrived.  Having a test at a testing site will deliver the fastest results. The test kits sent to schools are provided to be used in the exceptional circumstance that an individual becomes symptomatic and schools believe they may have barriers to accessing testing elsewhere.  5 It is for schools to determine how to prioritise the distribution of their test kits in order to minimise the impact of the virus on the education of their pupils.  These kits can be given directly to staff or parents and carers collecting a child who has developed symptoms at school. In particular, these tests kits will also help ensure that symptomatic staff can also get a test and if they test negative, can return to work as soon as they no longer have symptoms of coronavirus (COVID-19). Further information is provided in our guidance [Coronavirus (COVID-19): test kits for schools and FE providers](https://www.gov.uk/government/publications/coronavirus-covid-19-home-test-kits-for-schools-and-fe-providers/coronavirus-covid-19-home-test-kits-for-schools-and-fe-providers).  6 Schools should ask parents and staff to inform them immediately of the results of a test and follow this guidance.   1. If someone with symptoms tests negative for coronavirus (COVID-19), then they should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 10 days from the date of that contact. 2. If someone with symptoms tests positive, they should follow the [guidance for households with possible or confirmed coronavirus (COVID-19) infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance) and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should continue to self-isolate until their temperature returns to normal. Other members of their household should all self-isolate for the full 10 days from the day after the individual tested positive.   **NHS COVID-19 app**  The app is available to anyone aged 16 or over to download if they choose. For some young people, particularly some with special educational needs and disabilities (SEND), parents will need to decide whether or not their use of the app is appropriate.  This will mean that some students in year 11, and the majority of students in years 12 and above will be eligible to use the app and benefit from its features. Staff members will also be able to use the app. The guidance for schools and further education colleges in England is intended to provide information to senior leaders in education settings about the app and how it works, and to set out guidance for its use within schools in England. | M | All parents and carers will be asked to sign our declaration on return to school. The declaration asks parents the following:   |  |  | | --- | --- | | **Name of child**: | Please tick if true | | I can confirm that my child does not have any of the commonly observed symptoms of Covid – 19:   * A new and persistent cough; * A high temperature/fever; * A loss of taste; * A loss of smell. |  | | I can confirm that to the best of my knowledge, my child is in good health.  *We ask this because the Covid – 19 virus can present with different symptoms and so we are asking that children who appear to be ‘off colour’ are not brought to school until they are tested.* |  | | I can confirm that no one in our household has the commonly observed symptoms of the Covid – 19 virus. |  | | I can confirm that no one in our household has been in the company of anyone who is known to have the Covid – 19 virus and is therefore self isolating. |  | | I can confirm that no one in our household is extremely clinically vulnerable and therefore needs shielding. |  | | I can confirm that if the school need to contact me today, I will be available.  *If not, please write below, the best person to contact and their number so we can check against our Management Information system.* |  |   Parents are also advised of the following:  ‘Please understand that if your child develops the symptoms of Covid-19 during the school day, we will isolate them and contact you to come and collect them immediately. You will then be asked to ensure your child has a Covid-19 test and you will only be able to return your child to school once you have shown us a negative test result.  **Please also understand that if your position on any of the above statements changes during the year ahead, it is imperative that you notify us immediately.**’  Regularly, directions for how to book a test are shared with parents and staff through the weekly parent newsletter and staff briefing sheet.  The outcome of the test, if necessary and taken, will determine the school’s response/guidance to families/staff in line with what is detailed here.  Additionally, the school will keep accurate records of all visitors to the school with sufficient detail to support rapid contact tracing if required by NHS Test & Trace.  The school will also make sure it keeps a stock of testing kits and will allocate those to families or staff where they are having trouble getting a test through local services, to minimize the impact of the virus on our pupils’ education and care.  Furthermore, through our staff briefings and parent newsletter, we will actively encourage people in our school community to use the NHS Covid App.  **We have enough LFDs for staff to self-test at home twice a week.**  **We are actively encouraging staff to take up this voluntary opportunity to enable us to identify asymptomatic staff who may unknowingly transmit the virus to others.**  **We understand that:**   * 1. **These are only licenced for use by our staff and at home.**   2. **If they give a positive result, this should be treated as a ‘symptom’ of Covid as it may not be accurate. The person at that point should then seek a PCR test and self-isolate until they get the result.**   3. **The LFTs are not for use by people with symptoms.** | Head of School, CK  Office staff  Head of School, CK  Head of School, CK |  |
| ***(11. Confirmed cases)***  Coronavirus  (COVID-19) (CV19)  Someone entering the school/workplace/offices with CV19 | **Employees, agency, Pupils, visitors**  Causing severe infection/disease | 1 Schools **must** take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools can contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. Schools will be put through to a team of advisers who will inform them of what action is needed based on [the latest public health advice](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/943707/Symptomatic_children_action_list_schools.pdf)  2 The advice service will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate. If, following triage, further expert advice is required the adviser will escalate the school’s call to the PHE local health protection team.  3 The advice service (or PHE local health protection team if escalated) will work with schools to guide them through the actions they need to take. Based on their advice, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days from the day after contact with the individual tested positive. Close contact means:   * direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) * proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual * travelling in a small vehicle, like a car, with an infected person   4 The advice service (or PHE local health protection team if escalated) will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see [section 6 of the system of control](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#five) for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.  5 Where individuals who are self-isolating and are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support.  6 A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.  7 Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within the 10-days from the day after contact with the individual tested positive should follow [guidance for households with possible or confirmed coronavirus (COVID-19) infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance). They should get a test, and:   * if someone who is self-isolating because they have been in close contact with someone who has tested positive for coronavirus (COVID-19) starts to feel unwell and gets a test for coronavirus themselves, and the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop coronavirus (COVID-19) within the remaining days. * if the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 10-day isolation period). Their household should self-isolate for at least 10 days from when the symptomatic person first had symptoms, following [guidance for households with possible or confirmed coronavirus (COVID-19) infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance)   8 Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.  9 In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice.  10 The PHE local health protection team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school - as identified by NHS Test and Trace.  Further guidance is available on [testing and tracing for coronavirus (COVID-19)](https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/). | L | We will contact the DfE Coronavirus hotline on 0800 046 8687 and take their guidance and advice.  When we call the DfE, we will have the following information to hand:   * + 1. the number of positive cases in our setting, whether the person who tested positive is displaying symptoms and if so, the date of the onset of the symptoms (if known)     2. the dates that the person who tested positive was in attendance at the setting so that we can identify if the person was infections whilst on site     3. for key stage 2, 3, 4 and 5, the seating plan for all lessons, and (where relevant) the timetable, for the person who has tested positive. This will help to support identification of close contacts with that person     4. for key stage 2, 3, 4 and 5, if the person who has tested positive is a member of staff, records of any instance of close contact with other members of staff or students     5. if the person who has tested positive is a pupil, records of any definite face to face contact with the individual and details of their friendship group within the setting   We will also notify the borough through: [phcov19@towerhamlets.gov.uk](mailto:phcov19@towerhamlets.gov.uk)  Staff and Union reps will be informed of the situation and what action is being taken.  Please also see flow charts attached to this Risk Assessment. | Executive headteacher, RA, Head of School, CK and School Business manager, MG |  |
| ***(12. Outbreak)***  Coronavirus  (COVID-19) (CV19)  Someone entering the school/workplace/offices with CV19 | **Employees, agency, Pupils, visitors**  Causing severe infection/disease | **(Contain any outbreak by following local health protection team advice)**  1 If schools have two or more confirmed cases within 10 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak and must continue to work with their local health protection team who will be able to advise if additional action is required.  2 In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams or health and safety experts  3 In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person’s class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice. | L | In the event that at St. Luke’s, we become aware that we have an outbreak of coronavirus (Covid-19) we will unequivocally follow the guidance listed here.  London Coronavirus Response Centre (LCRC): [lcrc@phe.gov.uk](mailto:lcrc@phe.gov.uk)  0300 303 0450  LBTH Public Health:  [phcov19@towerhamlets.gov.uk](mailto:phcov19@towerhamlets.gov.uk)  Staff and Union reps will be informed of the situation and what action is being taken.  Please also see flow charts attached to this Risk Assessment. | Executive headteacher, RA, Head of School, CK and School Business manager, MG |  |
| **SECTION 2: SCHOOL OPERATIONS** | | | | | | |
| ***(13. Attendance)*** | **Employees, parents and pupils** | School attendance will be mandatory for all pupils from 8 March. The usual rules on school attendance apply, including:   * parents’ duty to secure their child’s regular attendance at school (where the child is a registered pupil at school and they are of compulsory school age) * the ability to issue sanctions, including fixed penalty notices in line with local authorities’ codes of conduct As usual, the school is responsible for recording attendance, following up absence and reporting children missing education to the local authority.   Self-isolation and shielding: in some circumstances, pupils will still be unable to attend in line with public health advice to self-isolate because they:   * have symptoms or have had a positive test result * live with someone who has symptoms or has tested positive and are a household contact * are a close contact of someone who has coronavirus (COVID-19)   We know from growing evidence that many children identified at the start of the pandemic as clinically extremely vulnerable (CEV) are not at increased risk of serious outcomes from coronavirus (COVID-19) and children are gradually being removed from the shielding patient list (SPL) as appropriate, following review with a clinician. The advice for pupils who have been confirmed as clinically extremely vulnerable is to shield and stay at home as much as possible until further notice. They are advised not to attend school while shielding advice applies nationally  Pupils and families who are anxious about attending school:  It is likely that some pupils, parents and households may be reluctant or anxious about attending school. This may include pupils who:   * have themselves been shielding previously but have been advised they no longer need to shield. * live in a household where someone is clinically vulnerable (CV) or CEV (including young carers) * are concerned about the possible increased risks from coronavirus (COVID19) such as those who have certain conditions such as obesity and diabetes   Vulnerable children:  Where pupils who are self-isolating are within the government’s definition of vulnerable, it is important that you put systems in place to keep in contact with them. | L | **Teachers continue to take registers in the morning and afternoon.**  **CEV pupils: SENCO will liaise with families in these situations. We will need to request from parents a copy of the shielding letter sent to CEV children, to confirm that they are advised not to attend school or other educational settings whilst shielding guidance is in place.**  **The school will offer pastoral support (either through the SENCO, Community Cohesion Leader or Psychological Therapist), to pupils who are:**   * **self-isolating** * **shielding** * **vulnerable**   **Where pupils are not able to attend school, as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised.**  **The school shall provide Remote Learning to pupils who are unable to attend school because they are complying with government guidance or legislation around coronavirus (COVID-19), in the circumstances provided for in the Remote Education Temporary Continuity Direction (i.e. via Microsoft Teams)**  **The school will record attendance in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended) for all pupils.**  **We will use code X (and various sub-codes) if a child is self-isolating or quarantining because of coronavirus (COVID-19) in accordance with relevant legislation or guidance published by PHE or the DHSC.**  **We will await government guidance on how to record attendance for what should be included in pupils’ attendance records in end of year reports.**  **We will discuss any concerns with parents and provide reassurance on the measures we are putting in place to reduce any risks.**  **We will remind parents that pupils of compulsory school age must be in school unless a statutory reason applies.**  **We will continue to communicate clearly and consistently the expectations around school attendance to families and any other professionals who work with the family where appropriate. i.e. via class discussions, assemblies, newsletters, parent communications**  **When a vulnerable pupil is required to self-isolate, we will:**   * **notify their social worker (if they have one)** * **agree with the social worker the best way to maintain contact and offer support** * **check if a vulnerable pupil is able to access Remote Learning and support** * **Support them to access it (as far as possible)** * **Regularly check if they are accessing Remote Learning and intervene if not.**   **As normal, we will not encourage parents to request unnecessary medical evidence such as doctors’ notes from their GP when their child is absent from school due to illness. This is especially important in the context of the pandemic and the coronavirus (COVID-19) vaccination programme. If evidence is required, it can take the form of prescriptions, appointment cards, text or email confirmation of appointments, etc. rather than a doctors’ note. As usual, input from GPs will only be sought where there are complex health needs or persistent absence issues.** |  |  |
| ***(14. Transport)***  Coronavirus  (COVID-19) (CV19)  Someone entering the school/workplace/offices with CV19 | **Employees, agency, Pupils, visitors**  Causing severe infection/disease | 1 Social distancing has significantly reduced available transport capacity. Further guidance is set out in the [transport to school and other places of education: 2020 to 2021 academic year](https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020).  2 Dedicated school transport, including statutory provision  Pupils on dedicated school services do not mix with the general public on those journeys and pupil groups will tend to be consistent under return to school measures. Therefore wider transmission risks are likely to be lower.  3 Local authorities are not required to uniformly apply the social distancing guidelines for public transport, on dedicated school or college transport. However, distancing should still be put in place within vehicles wherever possible. This will help to both minimise disease transmission risks and maintain consistent reinforcement of public health messaging to children and staff, particularly at the point where they are leaving school and heading back into the community each day.  4 The approach to dedicated transport should align wherever possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for your school. It is important, wherever it is possible, that:   * social distancing should be maximised within vehicles. * children either sit with their ‘bubble’ on school transport, or with the same constant group of children each day. * children should clean their hands before boarding transport and again on disembarking. * additional cleaning of vehicles is put in place. * organised queuing and boarding is put in place. * through ventilation, fresh air (from outside the vehicle) is maximised, particularly through opening windows and ceiling vents.   5 Children must not board home to school transport if they, or a member of their household, has symptoms of coronavirus (COVID-19).  In accordance with advice from PHE, children and young people aged 11 and over must wear a face covering when travelling on dedicated transport to secondary school. This does not apply to people who are exempt from wearing a face covering on public transport. More information on this can be found at the [safer travel guidance for passengers](https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers#exemptions-face-coverings).  6 Schools should support local authorities in promoting the use of face coverings on school transport and help them to resolve any issues of non-compliance where appropriate.  A face covering is a covering of any type which covers your nose and mouth. It is not the same as the surgical masks or respirators used by healthcare and other workers as part of personal protective equipment (PPE).  Further information on face coverings is set out in the [transport to school and other places of education: 2020 to 2021 academic year](https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020) guidance.  Given the pressures on public transport services, it may also be necessary to work with local authorities so that they can identify where it might be necessary to provide additional dedicated school transport services, including in places where these services do not currently operate. The government has announced additional funding for local transport authorities for this purpose, available at [free school travel: funding allocations](https://www.gov.uk/government/publications/extended-rights-to-free-school-travel--2).  **Wider public transport**  In many areas, pupils normally make extensive use of the wider public transport system, particularly public buses. Public transport capacity continues to be constrained. Its use by pupils, particularly in peak times, should be kept to an absolute minimum.  Schools have a critical role to play in supporting collaboration between all parties - providers, local authorities, parents and pupils. Further information on managing capacity and demand on [public transport is set out in the transport to school and other places of education: 2020 to 2021 academic year](https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020) guidance.  Schools should work with partners to consider staggered start times to enable more journeys to take place outside of peak hours. We recognise that this option will be more feasible in some circumstances than others.  Schools should encourage parents, staff and pupils to walk or cycle to school if at all possible. Schools may want to consider using ‘walking buses’ (a supervised group of children being walked to, or from, school) or working with their local authority to promote safe cycling routes.  **Pupils travelling from abroad**  Where they have travelled from, or have stopped at, a country or territory that is not on the [travel corridors list](https://www.gov.uk/guidance/coronavirus-covid-19-travel-corridors), pupils will be required to self-isolate for 10 days from the day they leave a non-exempt country or territory to travel to the UK. Where suitable, pupils can self-isolate at their boarding school. | L | At St. Luke’s, we do not have any children being brought to school, or collected, using dedicated school transport.  At. St. Luke’s, significant numbers of children either walk to school or are driven by their parents. Staggered start and finish times, with soft starts and ends to the day coupled with the before and after school clubs running, should help to spread out the demand for travel on public transport.  The school continues to work with Fiona Blackley and the Sustrans team on the Tower Hamlets School Streets programme which seeks to make it safer for children to walk and cycle to school.  Furthermore, each year, we continue to work with Bikeability, to give the children the skills and confidence to cycle safely to school.  We continue to promote cycling and walking to school to our staff members however, a number of our staff do come a considerable distance to work in the school each day. Car park provision will be made for staff who decide to drive.  Other than the staff meeting night, which may happen on Zoom following staff consultation, staff will be actively encouraged to leave the site once the children have gone home so that they can undertake much of their journey on public transport before the rush hour gets underway. **We are keeping this under review.**  **Where families have returned from travelling abroad, we will need to check where they have returned from and make sure they have complied with the quarantine requirements before returning to school.** |  |  |
| ***(15. School Workforce)***  Coronavirus  (COVID-19) (CV19)  Someone entering the school/workplace/offices with CV19 | **Employees, agency, Pupils, visitors**  Causing severe infection/disease | 1 Where schools implement the system of controls outlined in this document, in line with their own workplace risk assessment, PHE and DHSC confirm that these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.  2 Most school-based roles are not ideally suited to home working and schools may expect most staff to return to work in settings. Some roles, such as some administrative roles, may be conducive to home working, and school leaders should consider what is feasible and appropriate.  3 All staff should follow the measures set out in the system of controls section of this guidance to minimise the risks of transmission.  4 This includes continuing to observe good hand and respiratory hygiene and maintaining social distancing in line with the provisions as set out in section 5 of the ‘prevention’ section.  5 School leaders should explain to staff the measures the school has put in place to reduce risks. We anticipate adherence to the measures in this guidance will provide the necessary reassurance for staff to attend school.  6 If staff are concerned, including those who may be clinically vulnerable, clinically extremely vulnerable or who believe they may be at possible increased risk from coronavirus, we recommend school leaders discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place and complete individual risk assessments  **Staff who are clinically extremely vulnerable**  7 [Advice](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19) for those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list) was published on 13 October. The guidance provides advice on what additional measures individuals in this group can take tailored to each local restriction tier.  In local restriction tier 4 areas, individuals who are clinically extremely vulnerable are advised to work from home and where this is not possible**, they should not go into work.** Individuals in this group will have been identified through a letter from the NHS or from their GP and may have been advised to shield in the past, most recently in November 2020.  Staff should talk to their employers about how they will be supported, including to work from home where possible. Schools should continue to pay clinically extremely vulnerable staff on their usual terms.  8 All other staff in local restriction tier 4 can continue to attend work, including those living in a household with someone who is clinically extremely vulnerable.  9 All staff can continue to attend school in local restriction tiers 1, 2 and 3.  10 Under local restriction tier 3, staff and employers may wish to discuss flexibilities that support clinically extremely vulnerable staff, such as staggered start times to reduce travel during rush hour.  Further [guidance to the clinically extremely vulnerable](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19) is available.  11 **Staff who are clinically vulnerable**  Clinically vulnerable staff can continue to attend school. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission.  This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in section 6 of the ‘prevention’ section of this guidance. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children and adolescents.  12 People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace unless advised otherwise by an individual letter from the NHS or a specialist doctor.  13 **Staff who are pregnant**  Pregnant women are in the ‘clinically vulnerable’ category and are generally advised to follow the above advice, which applies to all staff in schools. More [guidance and advice on coronavirus (COVID-19) and pregnancy](https://www.rcog.org.uk/en/guidelines-research-services/guidelines/coronavirus-pregnancy/covid-19-virus-infection-and-pregnancy/#coronavirus) is available from the Royal College of Gynaecologists. All pregnant women should take particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home or workspace.  An employer’s workplace risk assessment should already consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers (for example, from working conditions, or the use of physical, chemical or biological agents). Any risks identified must be included and managed as part of the general workplace risk assessment.  If a school is notified that an employee is pregnant, breastfeeding or has given birth within the last 6 months, the employer should check the workplace risk assessment to see if any new risks have arisen. If risks are identified during the pregnancy, in the first 6 months after birth or while the employee is still breastfeeding, the employer must take appropriate, sensible action to reduce, remove or control them.  While it is a legal obligation for employers to regularly review general workplace risks, there is not necessarily a requirement to conduct a specific, separate risk assessment for new and expectant mothers. However, an assessment may help identify any additional action that needs to be taken to mitigate risks.  We recommend that schools follow the same principles for pregnant pupils, in line with their wider health and safety obligations.  14 **Staff who may otherwise be at increased risk from coronavirus (COVID-19)**  Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the [COVID-19: review of disparities in risks and outcomes report](https://www.gov.uk/government/publications/covid-19-review-of-disparities-in-risks-and-outcomes), which looked at different factors including age and sex, where people live, deprivation, ethnicity, people’s occupation and care home residence. These staff can attend school as long as the system of controls set out in this guidance are in place. The reasons for the disparities are complex and there is ongoing research to understand and translate these findings for individuals in the future.  People who live with those who may have comparatively increased risk from coronavirus (COVID-19) can attend the workplace. An individual risk assessment should be completed and monitored upon any significant changes  15 **Employer health and safety and equalities duties**  Schools have a legal obligation to protect their employees, and others, including children, from harm and should continue to assess health and safety risks in the usual way. Following the steps in this guidance will mitigate the risks of coronavirus (COVID-19) to children and staff and help schools to meet their legal duties to protect employees and others from harm.  16 The Health and Safety Executive published guidance on [first aid](https://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm) during coronavirus (COVID-19) which will support local risk assessments and provides guidance for first aiders. It is clear that treating any casualty properly should be the first concern. Where it is necessary for first aid provision to be administered in close proximity, those administering it should pay particular attention to sanitation measures immediately afterwards including washing hands.  Schools should continue to meet their equalities duties. Guidance is available in [Equality act 2010 advice for schools](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools).  17 **Supporting staff**  Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.  18 All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about attending school. DfE is providing additional support for both pupil and staff wellbeing in the current situation. Information about the [extra mental health support for pupils and teachers](https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers) and [Wellbeing for Education return programme](https://www.gov.uk/government/publications/wellbeing-for-education-return-grant-s31-grant-determination-letter) is available.  19 The [Education Support Partnership](http://www.educationsupport.org.uk/) provides a free helpline for school staff and targeted support for mental health and wellbeing.  20 **Staff deployment**  Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly. Managers should discuss and agree any changes to staff roles with individuals.  It is important that planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. This could include a review of existing practices in this respect and schools may wish to draw on DfE’s [workload reduction toolkit](https://www.gov.uk/guidance/school-workload-reduction-toolkit).  21 DfE has also published a range of resources, including [case studies to support remote education](https://www.gov.uk/government/collections/case-studies-remote-education-practice-for-schools-during-coronavirus-covid-19) and help address staff workload, this includes case studies on managing wellbeing.  **Deploying support staff and accommodating visiting specialists**  22 Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.  23 **Recruitment**  Recruitment should continue as usual. The government’s [Teaching Vacancies](https://teaching-vacancies.service.gov.uk/) service can help schools to list vacancies for both permanent and fixed-term teaching staff quickly. The free national service for searching and listing teaching roles will be directing newly qualified teachers (NQTs) and job seeking teachers to this service.  As DfE guidance advises limiting the number of visitors, it may be appropriate for schools to consider a flexible approach to interviews, with alternative options to face-to-face interviews offered where possible. Interviewing remotely may be a new experience for many schools. The DfE teaching blog provides some information on the [experience of implementing interviews remotely](https://teaching.blog.gov.uk/2020/05/29/recruiting-during-lockdown-how-we-did-it/). There is also advice that can be sent to candidates on [how to prepare for remote interviews](https://teaching.blog.gov.uk/2020/06/12/attending-your-first-remote-interview/).  Where face-to-face meetings are arranged, schools should make clear to candidates that they must adhere to the system of controls that schools have in place. Schools will also have the discretion to require face coverings for visitors where social distancing cannot be managed safely.  24 **Supply teachers and other temporary or peripatetic teachers**  Schools can continue to engage supply teachers and other supply staff during this period. We recommend that schools consider using DfE’s and [Crown Commercial Service’s agency supply deal](https://www.gov.uk/guidance/deal-for-schools-hiring-supply-teachers-and-agency-workers) when hiring agency workers, as this offers a list of preferred suppliers that must be transparent about the rates they charge.  Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school’s arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils. To minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year. This advice for supply teachers also applies to other temporary staff working in schools such as support staff working on a supply basis, peripatetic teachers such as sports coaches, and those engaged to deliver before and after school clubs.  25 **Vulnerable children**  Where individuals who are self-isolating are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them.  When a vulnerable child is asked to self-isolate, schools should notify their social worker (if they have one). School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.  Schools should also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so. | M | **Staff:**  The Executive headteacher has met with vulnerable members of staff to complete an individual risk assessment with them. This includes staff from BAME groups, staff with underlying health conditions and also staff members who are pregnant. **Staff must contact the executive headteacher is they wish to further review their risk assessment when the children return to school.**  Risk assessments may include undertaking some of their work at home if this can be accommodated or the member of staff having access to additional distancing measures or PPE.  Any further members of staff who feel they are vulnerable are advised to speak to the Executive headteacher, who will arrange for an individual risk assessment to be completed in line with this guidance, guidance from PHE and guidance from the DfE.  Clinically vulnerable staff can attend school. While in school, they should follow the sector-specific measures in this document to minimise the risks of transmission. This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in section six of the ‘prevention’ section of this guidance. This provides that ideally, adults should maintain 2-metre distance from others, and where this is not possible, avoid close face-to-face contact and minimise time spent within 1-metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults, including older children/adolescents.  Furthermore, people who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace unless advised otherwise by an individual letter.  **From the 08 March, all clinically extremely vulnerable members of staff are enabled to work from home and this include pregnant members of staff in their 3rd trimester.**  **Staff well-being:**  This Risk Assessment is a very detailed document. It is made available to all staff and members of the community through the website. Anyone who reads this document, will have a clear understanding of all measures being taken to mitigate the risks of Covid-19.  The content of the Risk Assessment was discussed with the school’s union representatives as the vehicle for staff consultation.  The Risk Assessment was also scrutinised by the school’s Board of Governors, to address parent consultation, as well as consultation with the LA and LDBS.  Furthermore, the Risk Assessment was sent into the LA Health and Safety team to receive sign off.  This level of scrutiny should reassure stakeholders of the thoroughness of the Risk Assessment process.  To increase accessibility to key information, the Risk Assessment is then supplemented by the following more succinct documents:   * Staff Guidance * Parent Guidance * Visitor Guidance   Staff Guidance is regularly updated, to seek to ensure that all staff understand how the virus is transmitted and what actions staff are expected to take, to support each other, themselves and the children entrusted into their care.  Parent Guidance is also kept updated.  Weekly briefing sheets for staff and newsletters for parents are used to regularly update stakeholders on the school’s progress in implementing all of the specified measures and most importantly to keep on reinforcing key messages.  Staff advised to raise any concerns initially with their line managers.  All new staff to receive additional induction in advance of taking up their post.  NQTs and teacher trainees to receive mentoring and support throughout the year.  Teaching Assistants will only be asked to cover classes if they are at the right grade and/or are happy and willing to do so.  Any overtime, as always, will be paid – but that over time must be agreed with the line manager in advance of it happening.  **Stress and Anxiety:**  If you are concerned about a colleague, please alert a member of SLT so that support for the member of staff can be arranged.  **It is also worthy of note that the school purchase an Employee Assistance package for all members of staff employed at St. Luke’s through the Education Support Partnership. Invaluable support for staff emotional health and well-being is therefore available to all, free of charge.**  If a member of staff becomes unwell and reports the reason to be stress and/or anxiety managers will first review all aspects of the staff well-being, in particular to ascertain who the best person might be to provide the person with support, including whether the employee is making use of the Employee Assistance Programme.  Managers will seek advice from HR to undertake a Stress Risk Assessment where deemed necessary and supportive. If symptoms do not improve, the school may refer to Occupational health for further advice.  For pupils who are not responding to the various levels of support offered in the pupil well-being section, the school would consider whether a referral to CAMHS in required. The school will also advise [parent to seek advice and support from their GP.  The Executive Headteacher and Head of School will seek to ensure that the whole community receive regular communication, recognising that being informed with increasing understanding can help a person who is dealing with stress and anxiety.  Requests for absence will be responded to consistently and fairly in line with LA policy and HR advice, recognising that to progress with the best interests of our children and staff paramount in our minds, we need the children and staff in school.  We are working with Tower Hamlets Education Well Being Service. This work also has a strand of work to support staff well-being, and this work should develop in the Autumn term.  Furthermore, we have a teacher who is training to be a Counsellor. As part of her training, she provides 1:1 sessions for staff.  Our Union Representatives are very good at sharing well-being concerns with the SLT so that they can be swiftly addressed if and when they arise. SLT are very willing to engage with a workload impact assessment and/or workload surveys, which include the provision for any remote education, in the Autumn term, if the representatives can provide guidance and wish to engage.  **Children:**  Furthermore, we have a small number of children for whom individual risk assessments are required.  The SENCO keeps risk assessments for children with EHC plans as well as for children with vulnerable health updated, who may still need to stay at home and have their education provided remotely.  Our DSL makes sure that all children with CP/CIN plans attend school. Any concerns will be reported to Social Workers immediately and shared Risk Assessments drawn up within CP and CIN plans emphasising partnership working.  Our DSL, with the Safeguarding team, will review whether all other ‘vulnerable’ children are attending school. Where children are not attending, swift contact will be made with families and home visits undertaken to check on the welfare of the children. Persistent absentees will be referred to the Attendance and Welfare adviser. Where wider concerns emerge, a referral to early Help of MASH will be undertaken as appropriate.  If a pupil’s behavioural or care needs, puts the staff member working with them at risk, then a risk assessment for the staff member will also be in place, to determine how they can be best protected for example, by determining which form of PPE would best protect them and how they can wear it safely.  Any children who are not able to attend school because of Covid-19 restrictions for example re quarantine or self- isolation, will be provided with Remote Learning. This learning will complement the curriculum being taught in school but it will not attempt to replicate it as we feel after a considerable amount of reflection, that that approach would present more issues than it may address. Instead, the work will enable children to consolidate prior learning, work to keep previously taught knowledge ‘fresh’ and will also enable deeper learning of previously taught concepts as appropriate. The work will be differentiated, and two weeks of work will be provided at a time.  Where children are unable to attend school, or who can but have particularly fragile health, the SENCO will work with other professionals to ensure that a risk assessment is in place for each child.  **Pupil Well-being**  Children will be helped to understand how the fulfilment of the control measures sites with the adoption of the school’s values to include:   * Supporting one another in ***partnership***. * Being ***respectful*** of each other’s right to well being * Being ***responsible*** for the role we can all play…. * Making sure each other feels ***safe***   We recognise that some of our children may have anxieties related to Covid-19 or in relation to their experiences during lock down or currently in Tier 4 Contingency measures. As such, in line with our safeguarding policies, all staff will be vigilant and will report any concerns to the DSL, Deputy DSL or Head of School. At St. Luke’s we have a range of forms of pastoral support that children can be referred to depending on their history to date and the scale of concern:   * Mental Health First Aiders – who can be deployed to support at key times of the day. * Emotional Literacy Support Assistants (ELSA) in KS1 and KS2. * Education Wellbeing Practitioner. * Kick London Mentor. * Psychological Therapist.   Furthermore, we have out of class SLT members to support transitions or if any children are struggling during play, lunch and lesson times. | RA and CK to avoid putting these staff on the rotas for Critical Worker and Vulnerable children.  Nimesha to share updated guidance and expectations with teachers. |  |
| ***(16. Health condition Asthma)***  Coronavirus  (COVID-19) (CV19)  Someone with asthma being exposed to the virus | **Employees Pupils, visitors**  Causing severe infection/disease | This risk assessment for the whole school, contains the controls that when adhered to, will seek to prevent staff from catching Covid – 19. Staff who have an asthma diagnosis, but who inform the school that their asthma is controlled, are referred to this full risk assessment for the controls they need to follow.  These controls are non – negotiable for staff who have asthma as a condition, and other staff working with them, must observe the controls too, for each other’s benefit.  Staff must hold each other to account and if they are concerned, refer to The executive headteacher. | M | For staff where asthma is one of several health conditions that they have, staff should make sure that they have met with the Executive headteacher for an Individual risk assessment. The outcome of that process may be that they work from home or a different resolution that the staff member feels comfortable with.  If there are staff whose only health condition is asthma, it is controlled, but they remain anxious – they too should ask to see the Executive headteacher who will meet with them and more than likely will do an individual risk assessment.  Staff who have a diagnosis of asthma, that is considered ‘severe’ are deemed Clinically Extremely Vulnerable. They will have an Individual Risk Assessment and will be enabled to work from home.  Staff who provide 1:1 support to children with SEN, should make sure that they have had a conversation with the SENCO to explore ways of working that reduce the need for face-to-face working and seek to reduce the amount of physical contact despite in some cases, a very high level of need.  Any staff member whose feeling about their arrangements changes, or whose condition changes, should seek a conversation with the executive headteacher, so that Individual Risk Assessments exist where required. | Executive headteacher  SENCO |  |
| ***(17. Catering/ Kitchens)***  Main kitchen  Coronavirus  (COVID-19) (CV19)  Someone entering the school/workplace/offices with CV19 | **Employees, agency, Pupils, visitors**  Causing severe infection/disease | 1 Kitchen’s will be fully open from the start of the 2021 year and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals.  School kitchens can continue to operate, but must comply with the [guidance for food businesses on coronavirus (COVID-19)](https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19).  2 Ensure social distancing is in place for the kitchen and kitchen staff wherever possible, and ask to review the contract/contractor kitchen COVID-19 risk assessment, as significant changes due to increased infection rates.  3 Social distancing at the servery which is managed and monitored.  4 If the social distancing cannot be managed in this area a review of shielding/sneeze screens to be considered to protect the kitchen staff serving.  5 Staff and pupils to be encouraged to wash their hands before / after eating for at least 20 seconds and frequently during the day.  6 Communication with contract company/service re COVID-19 sickness procedures in place to ensure that the school to be informed of any COVID-19 related staff/agency sickness, without delay, including BC plan if the whole kitchen crew have to self- isolate, re Test and Trace planning  7 Kitchen staff to follow the schools face covering implementation plan (year 7 and above) for zoned/identified areas such as corridors, stairwells, dining halls as some examples.  8 Follow the workforce testing of staff that regularly attend the school site following PH and government guidance on who is considered workforce staff, roll out is for secondary schools in January 2021 | M | Principles run our school kitchen and they have their own risk assessments in place to protect their staff.  All children will be served a hot freshly cooked meal each day, that meets nutritional standards when on site.  St. Luke’s will stagger the lunchtimes to ensure that only one class of children are queuing to get their food at any time and in school a way that they are socially distanced from each other and from the kitchen staff at the servery. (3 lots of 10)  Children will be asked to wash their hands before they line up to leave the classroom. Children may also choose to use hand sanitiser when they arrive in the lunch hall too.  The tables and seats that the children use in the halls will be cleaned by the midday staff between sittings.  Both the main hall and the lunch hall will be used, with only one year group Bubble seated in each space at a time. Sufficient numbers of staff will be supervising the children in the halls, with SLT support, to maintain a very high standard of behaviour and to reduce movement between courses and from inside ton outside. Essentially, behaviour will have to be very tightly managed.  Expectations for reporting absence between Principles to the school, will be established from the start of term.  **If children have to be absent from school because of Covid related reasons, e.g. their class Bubble is isolating, they will be provided with food for the equivalence of the meals that they have missed in school.**  When school is open normally, but children cannot attend due to Covid restrictions, Principles arrange weekly food bags for families where the child is eligible for Free School meals. Asda vouchers were supplied to all Pupil Premium families for the Christmas period.  **Staff who are using the lunch hall to purchase a lunch are asked to do so when the class they work with are also having their lunch to avoid the cross over of Bubbles. Dirty plates should then be cleaned by the staff using them and then left in a central place for the lunch time staff to collect and return to the kitchen. Staff who do not work in classes are asked to collect their lunches when the lunch hall is empty between servings.** | SBM, MG  Principles  Senior Midday staff  Class teaching teams  Midday staff  Senior Midday staff with SLT support  SBM, MG |  |
| ***(18. Building / Estate)***  Building preparedness/Statutory compliance  Coronavirus  (COVID-19) (CV19)  Someone entering the school/workplace/offices with CV19 | **Employees, agency, Pupils, visitors**  Causing severe infection/disease | 1 Site area risk assessment has taken place to maximise the use of site and any associated available space.  2 Class sizes can return to normal and spaces used by more than one class or group can be cleaned between use.  3 Following the risk assessment, we have completed some adaptations to the site, such as additional wash basins, and removal of storage items to create larger spaces where necessary and able to do so  4 It is important that, for the spring term, all the usual pre-term building checks are undertaken to make the school safe. If buildings have been closed or had reduced occupancy during the coronavirus (COVID-19) outbreak, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires’ disease. Advice on this can be found in the guidance on [legionella risks during the coronavirus outbreak](https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm).  5 Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers’ guidance on [emerging from lockdown](https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown). See also [Keeping occupied spaces well ventilated](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#ventilated) in the System of Controls section. Advice on ventilation can be found in Health and Safety Executive guidance on [air conditioning and ventilation during the coronavirus outbreak](https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm).  6 Fire doors should **NOT** be propped open  7 In classrooms, it will be important that schools improve ventilation (for example, by opening windows).  8 Statutory compliance completed and up to date.  9 Temperature monitoring in place, including thermometers in classrooms/areas, to ensure the heating and thermal conditions are compliant, managed and monitored. | M | Changes to site:   * Hand sanitiser stations created by photocopiers and printers. * Water fountains out of use. * Toilets specified for use. * Break out rooms specified for use. * Ventilation system in the new build – fixed.   Dates of assessments completed:  Gas Safety Check (Jun 20)  Electrical Installation Condition Report (Jul 19)  Portable Appliance Testing (Oct 19)  Legionella Risk Assessment (Aug 19)  Fire Risk Assessment (Mar 19)  Last H&S inspection – Apr 19  All rooms are deep cleaned if the Bubbles are asked to self-isolate before children return.  Our Fire Alarm has been updated.  In the event that a Fire Door needs to be propped open to aid ventilation whilst people are in the room, the last person leaving a room MUST be an adult and they MUST close the fire door behind them.  Fire practices are happening on a Bubble by Bubble basis. | SBM, MG  SBM |  |
| ***(19. Educational Visits)***  Coronavirus  (COVID-19) (CV19)  with CV19 | **Employees, agency, Pupils, visitors**  Causing severe infection/disease | 1 Overseas educational visits are currently not permitted  2 This advice remains under review.  3 Review the Evolve front pages for specific outdoor education CV19 guidance.  review.  4 **Domestic (UK) overnight educational visits**  Prohibited at present, with a review in February 2021.  This advice will therefore be reviewed and updated again in February 2021.  **Non-overnight domestic educational visits**  During the autumn term schools have been able to take pupils on non-overnight domestic educational visits. This should include visits for pupils with SEND connected with their preparation for adulthood (for example, workplace visits or travel training). Schools should also make use of outdoor spaces in the local area to support the delivery of the curriculum.  As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they are planned and carried out safely and in line with relevant local restriction tier guidance, such as keeping children within their consistent group and any coronavirus (COVID-19) secure measures on transport and at the destination.  Schools should consult the [health and safety guidance on educational visits](https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits) when considering visits and make sure that the appropriate insurance arrangements are in place.  The Association of British Insurers (ABI) has produced information on [travel insurance implications](https://www.abi.org.uk/products-and-issues/topics-and-issues/coronavirus-qa/) following the coronavirus (COVID-19) outbreak. If schools have any further questions about their cover or would like further reassurance, they should contact their travel insurance provider.  Follow the school educational visits policy and procedures. | L | **We are not currently allowed to take the children on trips, even locally.**  **Trips that require the use of Public Transport are not currently happening.**  When we can do trips again, it is not recommended that both classes in a Bubble undertake a trip together, because in doing the trip separately, more adults become available to support each class thereby increasing the adult:pupil ratio with school staff. Furthermore, children without consent to attend can still remain in the Bubble in school.  When trips are once again allowed, classes will only go on trips, if the significant majority of children have the consent of their parents and carers to attend and there is a member of staff within the Bubble, or SLT/PPA, who can accompany the trip and has a First Aid qualification. If too many children do not have consent, we will not have the capacity in the other classroom to accommodate all of the children remaining in school, so instead – all of the children will have to miss out.  All guidance on the use of public transport will be complied with. | Class teacher and Bubble teaching team  CK, Head of School, to ensure this section is reflected in the staff guidance |  |
| ***(20. School Uniform/Winter months)***  Coronavirus  (COVID-19) (CV19)  with CV19 | **Employees, agency, Pupils, visitors**  Causing severe infection/disease | 1 Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.  2 Schools should consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures.  3 Increased ventilation may make school buildings cooler than usual over the winter months. While schools will want to maintain the benefits of their uniform, they may wish to consider allowing additional, suitable indoor items of clothing to be worn during the winter period in addition to the school’s current uniform. Where this occurs, schools should ensure that no extra financial pressure is placed on parents. | L | Families are encouraged as much as possible to stick with the colour of the uniform, however a variety of versions of the uniform will be accepted to enable children to attend school in cleaned clothes each day.  Children will be allowed to wear extra indoor clothing when the weather is colder to keep warm in well ventilated rooms. |  |  |
| ***(21. Wraparound provision and extra-curricular activity)***  Coronavirus  (COVID-19) (CV19)  with CV19 | **Employees, agency, Pupils, visitors**  Causing severe infection/disease | 1 Schools should be working to resume all their breakfast and after-school provision in all local restriction tiers. Schools should also work closely with any external wraparound providers which their pupils may use, to ensure as far as possible, children can be kept in a group with other children from the same bubble they are in during the school day.  2 Where it is not possible, or it is impractical to group children in the same bubbles as they are in during the school day - for example, if only one or two children are attending wraparound provision from the same school day bubble - schools and external providers may need to group children with others from outside their school day bubble or from a different school, where children from multiple schools are attending provision. If schools or external providers need to do this, they should seek to keep children in small, consistent groups with the same children each time, as far as this is possible.  3 Being flexibly and building wraparound provision up over time. Such provision will however help ensure pupils have opportunities to re-engage with their peers and with the school, ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and also support working parents.  Schools can consult the guidance produced for [providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children](https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak), as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different out-of-school settings providers they access, as far as possible. Where parents use childcare providers or out of school extra-curricular activities for their children, schools should encourage parents and carers to seek assurance that the providers are carefully considering their own protective measures, and children should only attend settings that can demonstrate this. DfE has also issued [guidance for parents and carers](https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak), which schools may want to circulate.  Schools may also choose to open up or hire out their premises for use by external bodies or organisations, such as external coaches or after-school or holiday clubs or activities. In doing so, schools should ensure they work with providers to consider how they can operate within their wider protective measures and should also have regard to any other relevant government guidance. For example, where opening up school leisure facilities for external use, ensuring they do so in line with government guidance on [working safely during coronavirus (COVID-19) for providers of grassroots sport and gym or leisure facilities](https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/providers-of-grassroots-sport-and-gym-leisure-facilities).  Schools should also read the [local restriction tiers guidance](https://www.gov.uk/guidance/local-covid-alert-levels-what-you-need-to-know) to find out what tier their area is in and the additional restrictions that apply. Currently, schools can continue to offer all before and after-school educational activities and wraparound childcare in all local restriction tiers. | M | Measures in place for Breakfast club include:   1. Parents need to register children in advance, with their children attending chosen days consistently each week to enable the school to anticipate accurate numbers; 2. Parents will pay for the provision at the start of each week. Money will be placed in an envelope and will then be handed to Cathy on each Monday; 3. Both the dining hall and the main hall will be used for Breakfast club. Each year group Bubble will have their own designated area and their own age appropriate toys and activities to do. Children will not be able to mix with the children of other bubbles and the bubbles will reflect the organisation of bubbles during the school day.    1. As year groups arrive at school, the staff of breakfast club will take the children from their Bubble in breakfast club to their classrooms.   After school club is run by Energy Kidz, and whilst not entirely replicating the bubbles from their day, does seek to minimise the mixing of bubbles. Energy Kidz, who run the school’s after school club, have their own risk assessments, shared with the school, to make sure the provision is Covid secure. **This provision will resume for the holiday scheme in the Easter holidays and then the after-school club after the Easter break.**  Anna Fiorentini, who lease our premises, have started their school from 5 – 8pm. They largely serve different children. The school is cleaned before they access the site and after their use. AF have their own detailed risk assessment, shared with the school, and in line with guidance issued by the Dfe to ensure the provision is Covid secure.  **Additional clubs have not been planned for the moment.**  **Lego Robotics, now on-line, will also run.** |  |  |
| ***(22. Curriculum)***  ***Coronavirus***  ***(COVID-19) (CV19)***  ***with CV19*** | **Pupils**  Children have missed out on aspects of learning and the curriculum | The school should ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the support needed to make good progress. The key principles that underpin our advice on curriculum planning are as follows:  • Education is not optional. All pupils receive a high-quality education that promotes their development and equips them with the knowledge and cultural capital they need to succeed in life.  • The curriculum remains broad and ambitious. All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. Informed by these principles, you should meet the following key curriculum expectations:  Teach an ambitious and broad curriculum in all subjects. Where appropriate, teaching time should be prioritised to address the most significant gaps in pupils’ knowledge. You should ensure that curriculum planning is informed both by an assessment of pupils’ starting points and gaps in their knowledge, and an understanding of what is the most critical content for progression. To achieve this, you may need to make substantial modifications to your curriculum and should make effective use of regular formative assessment while avoiding the introduction of unnecessary tracking systems. You can use existing flexibilities to create time to cover the most important content in which pupils are not yet secure.  You may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. Up to and including Key Stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which may deprive pupils of the knowledge and cultural capital they need to succeed in life. If you choose to suspend some subjects for some pupils (where the subject is not one that is statutorily mandated) you should be able to show that this is in the best interests of these pupils and this should be subject to discussion with parents.  **Early Years**  For pupils in Reception, disapplications of specific EYFS requirements can be used where coronavirus (COVID-19) restrictions prevent settings delivering the EYFS in full.  You may consider focusing more on the prime areas of learning in the EYFS, including communication and language, personal, social and emotional development, and physical development, if you think this would support your children following time out due to coronavirus (COVID-19). For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary. For Reception, consider how all groups of children can be given equal opportunities for outdoor education.  **KS1-2**  For pupils in Key Stages 1 and 2, you are expected to prioritise identifying gaps and re-establishing good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. You should ensure your curriculum offer remains broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, music and the arts, physical education and sport, religious education and, at Key Stage 2, languages.  **RSE**  Schools are required to provide some relationships, sex and health education to all secondary age pupils in the academic year 2020 to 2021, and to provide some relationships and health education to all primary age pupils.  You are also required by law to publish a Relationships and Sex Education (RSE) policy and to consult parents on this. You must engage with parents on the school’s RSE policy. You can do this online and do not necessarily need to do so in person.  You may choose to focus this year’s RSHE teaching on the immediate needs of your pupils, such as health education, introducing a more comprehensive RSHE programme in September 2021. You should prioritise RSHE content based on the needs of your pupils, with particular attention to the importance of positive relationships, as well as mental and physical health. | L | **In the first 3 weeks of school, there will be a focus on:**  **-restabilising school routines**  **-teaching children again about hygiene practises**  **-reminding them of behaviour expectations**  **-PSHE (circle times, well-being, resilience, hope, self-esteem**  **- collaborative activities**  **-setting expectations on presentation and handwriting**  **-revisiting key concepts in Maths and vocabulary**  **-continue with core and wider curriculum subjects, including music tuition**  **The first week back (w/b 8th March) will be a low marking week.**  **There will not be a book look in this half term but SLT will look at samples of remote learning work.**  **The school has a Covid Premium Strategy plan available on the website which details how the specific funding given to the school to enable children to receive additional support is being spent.**  **The school is making adjustments to its planned curriculum to make sure that teacher assessment from the year to date acknowledges what has gone well and where further emphasis is required to best prepare the children for the next year of learning after the disruption they have experienced.**  **We are taking the view that facilitating ‘catch up’ requires a long-term plan.**  **We have immediate adjustments to this year, further adjustments to next year and then hopefully we would aim to be teaching our intended curriculum once again by the next year. Adjustments are likely to be greater for the younger children. We will keep the delivery of the curriculum under tight review. We will avoid adding stress and pressure into the system as we feel this will be detrimental to children’s progress going forward.** |  |  |
| ***(22. Music and dance)***  Coronavirus  (COVID-19) (CV19) | **Employees, agency, Pupils, visitors**  Causing severe infection/disease | 1 Additional mitigations, such as extended social distancing, were previously required for singing, and playing of wind and brass instruments given concerns that these were potentially higher risk activities. Department for Culture, Media and Sport (DCMS) has commissioned further scientific studies to be carried out to develop the scientific evidence on these activities, which has allowed the government to reconsider appropriate mitigations and further research is continuing.  2 Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, including guidance provided by the DCMS for professionals and non-professionals, available at [working safely during coronavirus (COVID-19): performing arts](https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts). However, these studies have also indicated that it is the cumulative aerosol transmission from both those performing in, and attending, events which is likely to create risk. DCMS is continuing to develop a more detailed understanding of how to mitigate this potential aggregate risk, but in that context, organisations should follow the guidance set out below.  3 Schools that offer specialist, elite provision in music, dance and drama should also consider this guidance alongside the DCMS guidance on the performing arts. Specialist provision delivered by further education (FE) providers or higher education (HE) providers should consider the respective Department for Education guidance for these sectors.  **Minimising contact between individuals**  4 Schools must do everything possible to minimise contacts and mixing. The overarching objective should be to reduce the number of contacts between pupils and students, and staff, including for rehearsal and performance. As set out in the [system of controls: protective measures section](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#socpm), this can be achieved through keeping groups separate (in bubbles) and through maintaining the social distance between individuals. These are not alternative options. Both measures will help, but the balance between them will change depending on the age of pupils, the layout of the building, and the feasibility of keeping groups separate from each other while offering a broad curriculum. If staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.  5 Schools should take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama.  6 Additionally, schools should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones. If they are shared, follow the guidance on [handling equipment](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#handling-equipment).  **Performances**  7 Schools in local restriction tier 3 and 4 areas **should not** host performances with an audience. Where schools are unable to put on live performances to parents, they may wish to consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission.  8 Schools in other local restriction tier areas planning an indoor or outdoor performance in front of an audience should follow the latest advice in the DCMS [performing arts guidance](https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts), implementing events in the lowest risk order as described. If planning an outdoor performance they should also give particular consideration to the [guidance on delivering outdoor events](https://www.eventsindustryforum.co.uk/index.php/11-features/14-keeping-workers-and-audiences-safe-during-covid-19).  **Peripatetic teachers**  9 Schools can continue to engage peripatetic teachers during this period, including staff from music education hubs.  Peripatetic teachers can move between schools, for instance, but schools should consider how to minimise the number of visitors where possible. They will be expected to comply with arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils. To minimise the numbers of temporary staff entering the premises, and secure best value, schools could consider using longer assignments with peripatetic teachers and agree a minimum number of hours across the academic year.  If a teacher is operating on a peripatetic basis, and operating across multiple groups or individuals, it is important that they do not attend a lesson if they are unwell or are having any symptoms associated with coronavirus (COVID-19) such as fever, a new and sustained cough, loss of sense of taste or smell. In addition, they should:   1. Maintain distancing requirements with each group they teach, where appropriate. 2. Avoid situations where distancing requirements are broken; for an example demonstrating partnering work in dancing. 3. Make efforts to reduce the number of groups taught and locations worked in, to reduce the number of contacts made.   Further information on the music education hubs, including contact details for local hubs, can be found at [music education hub](https://www.artscouncil.org.uk/music-education/music-education-hubs#section-1), published by the Arts Council England.  **Music teaching in schools and colleges, including singing, and playing wind and brass instruments in groups**  10 When planning music provision, schools should consider additional specific safety measures. Although singing and playing wind and brass instruments do not currently appear to represent a significantly higher risk than routine speaking and breathing at the same volume, there is now some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place. Measures to take follow in the next sections.  11 **Playing outdoors**  Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, consider limiting the numbers in relation to the space.  12 **Playing indoors**  If indoors, use a room with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on [air conditioning and ventilation during the coronavirus outbreak](https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm).  13 **Singing, wind and brass playing**  Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict social distancing and mitigation as described below can be maintained.  14 **Social distancing**  In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate. Pupils should use seating where practical to help maintain social distancing.  15 **Seating positions**  Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player.  16 **Microphones**  Use microphones where possible or encourage singing quietly.  By considering and adopting these cumulative risk mitigation measures, the overall risk will be reduced.  17 **Handling equipment and instruments**  Measures to take when handling equipment, including instruments, include the following.  18 **Handwashing**  Requiring increased handwashing before and after handling equipment, especially if being used by more than one person.  19 **Avoiding sharing instruments**  Avoid and equipment wherever possible. Place name labels on equipment to help identify the designated user, for example, percussionists’ own sticks and mallets.  If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following government guidance on cleaning and handling equipment available at [hygiene: handwashing, sanitation facilities and toilets](https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/factories-plants-and-warehouses#factories-5-5).  Instruments should be cleaned by the pupils playing them, where possible.  20 **Handling scores, parts and scripts**  Limit handling of music scores, parts and scripts to the individual using them.  21 **Suppliers**  Consider limiting the number of suppliers when hiring instruments and equipment. Schools should agree whose responsibility cleaning hired instruments is with the suppliers. Clean hire equipment, tools or other equipment on arrival and before first use. Equipment and instruments should be stored in a clean location if schools take delivery of them before they are needed, and they should be cleaned before first use and before returning the instrument.  22 **Pick-up and drop off points**  Pick up and drop off collection points should be created where possible, rather than passing equipment such as props, scripts, scores and microphones hand-to-hand.  23 **Individual lessons and performance in groups**  Individual lessons in music, dance and drama can resume in schools, FE colleges and organisations providing out of school childcare. This may mean teachers interacting with pupils from multiple groups, so schools will need to take particular care, in line with the measures set out above on peripatetic teachers.  If there is no viable alternative, music lessons in private homes can resume, following the same guidelines, and additionally following the government guidance for working in homes, and the guidance for out-of-school provision.  In individual lessons for music, dance and drama, social distancing should be maintained wherever possible, meaning teachers should not provide physical correction.  Specific safety measures for individual music lessons are set out in the following sections.  24 **Social distancing**  Measures should include specific social distancing between pupil and teacher (current guidance is that if the activity is face-to-face and without mitigations, 2 metres is appropriate), accounting for ventilation of the space being used. Pupil and teacher should be positioned side by side if possible.  25 **Avoid sharing instruments**  Avoid sharing instruments and equipment wherever possible and place name labels on equipment to help identify the designated user, for example, percussionists’ own sticks and mallets  If instruments and equipment have to be shared, they should be regularly disinfected (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following government guidance on [cleaning and handling equipment](https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts). Instruments should be cleaned by the individuals playing them, where possible  26 **Scores, parts and scripts**  Limit the handling of music scores, parts and scripts to the person using them.  If there is no viable alternative, music lessons in private homes can resume, following the same guidelines, and additionally following the government guidance for [working in homes](https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/homes), and the guidance for [out-of-school provision](https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak). | M | Details of how the Music provision is organised in school is included in the detailed section earlier in this document for Social Distancing.  The Leader for Music, Richard Griffiths, will advise staff on the best units of Music Express to use to reduce the need to share resources such as percussion across Bubbles. This is to enable the children to continue to experience their Music Curriculum but in a way that reduces the risk of transmission. Whilst one-year group are using the percussion, another maybe using IT to enable composition, whilst another is learning to listen to and appreciate music or understand musical history and another may be developing vocal work.  **If Bubbles have to self-isolate the tutors will provide some guidance for children to follow on-line.**  **Anna Fiorentini have separate risk assessments for their drama, dance and singing.** | Richard Griffiths |  |
| ***(23. Physical Education)***  Coronavirus  (COVID-19) (CV19)  Someone entering the school/workplace/offices with CV19 | **Employees, agency, Pupils, visitors**  Causing severe infection/disease | 1 Schools have the flexibility to decide how physical education, sport and physical activity will be provided while following the measures in their system of controls.  2 In considering what team sports can be offered, those whose national governing bodies have developed guidance under the principles of the government’s guidance on team sport and been approved by the government are permitted. Schools must only provide team sports on the list available at [return to recreational team sport framework](https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation/return-to-recreational-team-sport-framework).  3 Pupils are kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups.  4 Schools can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within their own system of controls. For sport provision, outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.  Schools should refer to:   * guidance on [grassroot sports for public and sport providers](https://www.gov.uk/guidance/coronavirus-covid-19-grassroots-sports-guidance-for-the-public-and-sport-providers), [safe provision](https://www.gov.uk/guidance/coronavirus-covid-19-grassroots-sports-guidance-for-safe-provision-including-team-sport-contact-combat-sport-and-organised-sport-events) and [facilities](https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/providers-of-grassroots-sport-and-gym-leisure-facilities), and guidance from [Sport England](https://www.sportengland.org/how-we-can-help/coronavirus) * advice from organisations such as the [Association for Physical Education](https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf.) and the [Youth Sport Trust](https://www.youthsporttrust.org/coronavirus-support-schools) * guidance from Swim England on school swimming and water safety lessons available at [returning to pools guidance documents](https://www.swimming.org/swimengland/pool-return-guidance-documents/) * [using changing rooms safely](https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/providers-of-grassroots-sport-and-gym-leisure-facilities#section-6-4)   5 Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that it is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.  Activities such as active miles, making break times and lessons active and encouraging active travel help to enable pupils to be physically active while encouraging physical distancing.  6 **Schools in tier 4**  PE, sport and physical activity provided by schools to their own pupils under their systems of control can continue. This includes sports clubs or activities before or after school, in addition to their regular PE lessons.  Pupils should be kept in consistent groups and sports equipment thoroughly cleaned between each use by different individual groups. Competition between different schools should not take place, in line with the local restrictions on grassroots sport.  Schools can hold PE lessons indoors, including those that involve activities related to team sports, for example, practising specific techniques, within their own system of controls. When it comes to playing team sport, schools can offer those with approved guidance listed in the DCMS return to recreational team sport framework, offering the activity in line with guidance.  Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene. Where open, external facilities, including other schools’ facilities, can also be used in line with government guidance for the use of, and travel to and from, those facilities and schools’ own systems of controls. | M | At St. Luke’s we have a leader for PE and a dedicated swimming teacher. They lead a significant amount of the PE lessons that are undertaken by children in the school.  Nursery, Reception and Year 1 children will start swimming as soon as it is deemed safe to do so (see later swimming section) and this will account for half of their PE, with our Swimming teacher.  Years 2 and 5 will have PE with the PE Lead and Swimming with the Swimming teacher (Y5 at Poplar when it is safe to do so).  Years 3, 4 and 6 will have a PE lesson with our PE lead and one more with their class teacher.  Our PE lead will advise on the other 50% of the PE curriculum for Years 1, 3, 4 and 6.  For Nursery and Reception, physical activity is interwoven into their daily timetable.  Weather willing, the PE lead will encourage PE to be taught outside as much as possible making use of the large hall only if the weather is too poor to go outside. In the event that she has to use the hall, the children will be spread out and both doors kept open for ventilation.  Extracurricular activities will be assessed on a case-by-case basis once the before school and after school club are running smoothly and safely either side of the core school day as above.  Included in this section is also the Risk Assessment for the playground equipment – namely – Spiders Web and Tree House, as this may be used by more than one Bubble in the week, whereas the climbing frame in the Nursery playground is only used by children in the Nursery bubble.  For the Spiders Web and the Treehouse, the following will apply:   * Safety inspections undertaken and documented in advance of use in September. * Strategy for social distancing planned and then communicated with all staff and children. This will include:   *Queuing with distancing*  *Limiting number of users at any time*  *Setting a time limit for use*   * Strategy for hygiene measures to include:   Inclusion of apparatus in cleaning schedules – t.b.c. (this is important)  Hand sanitation before and after use  Staff supervising to encourage children not to touch their faces/eyes/mouths or to put their mouths on the equipment   * Posters of the safety measures to be hung near the equipment and staff supervising to brief users before they use the equipment.   When children have PE in their timetable, they are requested to come to school in their PE clothes rather than their normal uniform so that the children do not have to get changed in school. | Anna A, PE Lead and Jaimie Ferguson, Swimming teacher  Lead for PE, AA  SENCO, HP to assist for targeted children with SEND  Head of School, CK, to share this requirement with parents through the newsletter. |  |
| ***(24. First aid)***    Coronavirus  (COVID-19) (CV19)  Someone entering the school/workplace/offices with CV19 | **Employees, agency, Pupils, visitors**  Causing severe infection/disease | 1 The Health and Safety Executive published guidance on [first aid](https://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm) during coronavirus (COVID-19) which will support local risk assessments and provides guidance for first aiders. It is clear that treating any casualty properly should be the first concern. Where it is necessary for first aid provision to be administered in close proximity, those administering it should pay particular attention to sanitation measures immediately afterwards including washing hands.  2 First aid cover and qualifications at this time;  [First aid in non-healthcare settings](https://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm#non-healthcare)  [First aid cover and qualifications](https://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm#qualifications)  **First aid in non-healthcare settings**  Employers and their first aiders should take account of the specific guidance on giving cardiopulmonary resuscitation (CPR) from the [Resuscitation Council UK](https://www.resus.org.uk/media/statements/resuscitation-council-uk-statements-on-covid-19-coronavirus-cpr-and-resuscitation/covid-community/)[1].  HSE has guidance on [First aid cover and qualifications.](https://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm#qualifications)  **Check your first aid needs assessment**  As an employer, when reviewing your risk assessment to include working during the pandemic, consider refreshing your first aid at work [needs assessment](https://www.hse.gov.uk/firstaid/needs-assessment.htm)[2].  Ask your first aiders if there are any factors that should be taken into account as part of your [risk assessment](https://www.hse.gov.uk/coronavirus/working-safely/risk-assessment.htm)[3], for example vulnerable workers with first aid responsibilities.  You should discuss the risk assessment with your first aiders so they are confident about providing the right assistance. This includes knowing what equipment they can use to minimise risk of infection transmission, as explained below.  **Guidance for first aiders**  Try to assist at a safe distance from the casualty as much as you can and minimise the time you share a breathing zone.  If they are capable, tell them to do things for you, but treating the casualty properly should be your first concern. Remember the 3P model – preserve life, prevent worsening, promote recovery.  **Preserve life: CPR**   * Call 999 immediately – tell the call handler if the patient has any COVID-19 symptoms. * Ask for help. If a portable defibrillator is available, ask for it * Before starting CPR, to minimise transmission risk, use a cloth or towel to cover the patient’s mouth and nose, while still permitting breathing to restart following successful resuscitation * If available, use:   + a fluid-repellent surgical mask   + disposable gloves   + eye protection   + apron or other suitable covering   Only deliver CPR by chest compressions and use a defibrillator (if available) – **don’t** do rescue breaths (for CPR in paediatric settings see specific [guidance from the Resuscitation Council UK](https://www.resus.org.uk/covid-19-resources/covid-19-resources-general-public/resuscitation-council-uk-statement-covid-19)[4])  **Prevent worsening, promote recovery: all other injuries or illnesses**   * If you suspect a serious illness or injury, call 999 immediately – tell the call handler if the patient has any COVID-19 symptoms. * If giving first aid to someone, you should use the recommended equipment listed above if it is available. * You should minimise the time you share a breathing zone with the casualty and direct them to do things for you where possible.   **After delivering any first aid**   * Ensure you safely discard disposable items and clean reusable ones thoroughly. * Wash your hands thoroughly with soap and water or an alcohol-based hand sanitiser as soon as possible.   **First aid cover and qualifications during the pandemic**  If first aid cover for your business is reduced because of coronavirus or you can’t get the first aid training you need, there are some things you can do so that you still comply with the law.  **First Aid at Work (FAW) and Emergency First aid at Work (EFAW) certificates requalification**  First aid providers have resumed first aid training and assessment. In some cases, there remains a back log or limited availability.  FAW or EFAW certificates that expired after 16 March 2020 can remain valid until 6 months from date of expiry. All requalification training for these certificates should be completed by 31 March 2021. | M | PPE remains available in Bubbles if a staff member feels safer to administer First Aid wearing it. All staff will have received training in previous INSET, to remove PPE safely.  Recognising that the First Aid room is small and not well ventilated, each Bubble will have their First Aid bag and there will be a station in each Bubble for the administration of First Aid. These bags will travel with the class, so that when they are in the lunch hall or outside, the First Aid can also be administered there.  The class teams will need to inform the Senior First Aider if the stock in their First Aid bags needs replenishing.  The Senior First Aider will also need to do stock checks will auditing accident slips in Bubbles.  Any medication will be taken within the Bubbles. Fridges exist in each Break-Out space where medication can be safely stored, with the child’s name clearly on it. | Senior First Aider  Senior First Aider  SBM, MG with the Senior First Aider |  |
| ***(25. Staff room / kitchens)***  Kitchen staff  Coronavirus  (COVID-19) (CV19)  Someone entering the school/workplace/offices with CV19 | **Employees, agency, Pupils, visitors**  Causing severe infection/disease | 1 Social distancing in place with signage  2 Zip taps/Kettles to be cleaned.  3 Staff reminded with signage next to Zip taps NOT to allow their cups to touch the Zip tap  4 Staff behaviour staying alert to others around them and keeping to the 2 metre rule as a minimum wherever possible  5 Staff to wash their hands before / after eating for at least 20 seconds.  6 Staff to dispose of their food waste into the bins provided, and clean their cutlery and put away.  7 Staff not to share cups and cutlery.  8 Staff to be encouraged to go outside during breaks.  9 These areas to have an increased cleaning regime in place managed and monitored | M | A staff break out space is designated to two Bubbles:   * Community House * Staff room * Meeting Room * Library   This is to reduce the number of adults using a space at any one time. **Lunch time staff are to choose a breakout space associated with one of their Bubbles.**  Staff guidance will underline the importance of strict hand and respiratory hygiene and for the need for adults to maintain a safe 2m distance from each other.  Staff will be encouraged to have their own plate/cup/cutlery etc. that they keep clean and only use themselves.  Each break out space will be included in the cleaning schedule and will be cleaned regularly, although staff are also requested to observe a high level of social responsibility towards each other and to leave the area as they would wish to find it themselves, valuing each other’s’ well-being in the team. | CK to make allocations and detail in the staff guidance.  As above  As above  As above |  |
| ***(26. Water fountains)***  Coronavirus  (COVID-19) (CV19)  Someone entering the school/workplace/offices with CV19 | **Employees, agency, Pupils, visitors**  Causing severe infection/disease | 1 Switch the water fountains off and provide water via bottles, or having the pupils use their own personal bottle.  2 Having a designated area for pupils to store or/have access to water.  3 If have water coolers provide disposable cups.  4 Ensure the water fountains are maintain in shut down mode following service/maintenance requirements. | L | The water fountains on the school site continue to be out of use.  Children are encouraged to bring a water bottle to school that has their name on it.  Cups are available in each classroom, for children that do not have a bottle of water with them. The cup can be allocated to the child for the day and then washed in warm soapy water at the end of the day. | Bob and Lee  In the parent guidance  Class teaching teams |  |
| ***(27. Swimming pools)***  swimming  Coronavirus  (COVID-19) (CV19)  Someone entering the school/workplace/offices with CV19 | **Employees, agency, Pupils, visitors**  Causing severe infection/disease | 1 Follow current Government guidance.  [https://www.gov.uk/guidance/working-safely-during-coronavirus-COVID-19](https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/providers-of-grassroots-sport-and-gym-leisure-facilities)  2 Ensure the pool equipment receives the required maintenance, and recommissioning required in preparing to open.  3 Assess the changing rooms and pool area for social distancing, to ensure a restriction of numbers, limits are decided before re-opening, this will include pool side and all areas of pool, changing rooms.  4 Review the area for touch points, shared equipment, commonly used equipment, that may have to have an increased cleaning regime, and/or removal of some equipment.  5 Ancillary equipment such as hoists, plant room equipment, will require an assessment review of compliance re service/maintenance schedules.  6 Health and safety inspection of all areas in preparation for opening  7 Cleaning to be completed as part of the recovery stage planning | L | **Early years and KS1**  The swimming pool has been prepared for safe use – maintenance and testing.  Considerable works were done on the swimming pool facilities meaning the environment is clean and safe.  Our Risk Assessment determines only 15 in the pool at any one time. This needs to be an even balance of girls and boys to aid social distancing in the changing rooms.  Cleaning of the pool is included in the Cleaning Schedule for the school. We will have two sets of equipment to aid children learning. One set per Bubble of children. At the end of the day, the equipment will be placed into the bases of the showers, disinfected and hosed down.  The decision to open the pool will be communicated clearly and in advance, to parents and children, outlining all of the safety measures to be followed.  To enable quick changing and therefore reduce the time spent in changing rooms, the children will be allowed to wear PE kit when they have a swimming day and it is recommended that children come to school with their swimming trunks/costume on under their clothes, with underwear to change into afterwards.  Children must have a swimming hat that fits securely throughout the session.  We are not going to be able to lend towels/swim wear etc. so if children do not have their kit, they will not be able to swim.  Further details are available in the **full Swimming Risk Assessment**, published separately and available upon request from Anna Adamczyk.  **Year 5**  Swimming for this cohort has now been postponed until further notice.  The plan when swimming can resume is that only one class go at a time, will travel to Poplar baths, in two separate groups of 15 to enable the safe use of public transport.  All children will have to wear a mask on the bus to get there.  A **risk assessment** will accompany the children’s trip each week written by Anna Adamczyk, who will be in attendance, informed by Poplar baths risk assessment, to ensure all control measures are strictly observed. | Site Manager Bob  Lead for PE, AA  SBM, MG  Lead for PE, Swimming teacher, JF.  Head of School, CK.  Anna A, PE Lead  Anna A, PE Lead |  |
| ***(28. Contingency planning)***  Coronavirus  (COVID-19) (CV19)  Someone entering the school/workplace/offices with CV19 | **Employees, agency, Pupils, visitors**  Causing severe infection/disease | 1 For individuals or groups of self-isolating pupils and pupils who are shielding following government advice, remote education plans are be in place.  2 Government have published a [contingency framework](https://www.gov.uk/government/publications/coronavirus-covid-19-contingency-framework-for-education-and-childcare-settings) for the rare circumstances in which schools might need to revise their delivery models for a short period of time to help contain virus transmission within a community. Such measures will be implemented in the fewest number of schools required, for the shortest time.  3 Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. All pupils not physically unwell with coronavirus (COVID-19) but who are at home as a result of coronavirus (COVID-19) should have access to remote education by the next school day.  **Special educational needs**  Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. | M | 1. We have the platform to deliver our learning remotely. 2. We have policies and procedures in place for remote learning. 3. We have purchased more hardware and have the loan scheme established to support families in becoming connected. 4. Staff provide support to families who struggle to engage with the remote learning. 5. Lack of engagement is not tolerated.   The school has received its full quota of laptops from the DfE and has also benefitted from a local scheme. This means that we can loan equipment to even more families to get them on-line.  When isolating Class teams are asked to do a minimum of two face-to-face sessions each day to ensure a high level of engagement.  Where a family really cannot access the learning on-line, despite our best efforts to support, we will provide them with a hard copy of the work, emailed to the school by the class teams and printed by the office staff. | Christine Collins with the support of class-based staff. |  |
| ***(29. Science)***  Coronavirus  (COVID-19) (CV19)  Someone entering the school/workplace/offices with CV19 | **Employees, agency, Pupils, visitors**  Causing severe infection/disease | 1 Science lessons and heads/leads should follow the specific COVID-science related CLEAPSS guidance and have detailed within this section or specific risk assessment.  <http://science.cleapss.org.uk/Resource/GL343-Guide-to-doing-practical-work-during-the-COVID-19-Pandemic-Science.pdf> | L |  |  |  |
| ***(30. Behaviour change / support / expectations)***  ***Coronavirus***  ***(COVID-19) (CV19)***  ***Someone entering the school/workplace/offices with CV19*** | **Employees, agency, Pupils, visitors**  Causing severe infection/disease | 1 Assessment and implementation of ‘change management’ for behaviour, recognising that the school’s control measures for the virus is actually all based on human behaviour to manage, i.e. washing hands, respiratory health, cleaning, staying at home when have symptoms, staying at a distance, all of which requires training, support, guidance, correction, monitoring.  2 Staff need to make themselves be accountable for their own actions for hand and respiratory hygiene measures and actions, and social distancing control measures, this should be a focus and support set up, where if you notice staff and or visitors/pupils not being COVID secure, you are able to ‘remind’ ‘advise’ ‘correct’ to ensure the vital control measures are being completed.  3 A review of the school’s behaviour policy around the COVID-secure and risk management required, including what is expected and the consequences for poor unsafe behaviour. | M | Staff have received training in behaviour change.  Training has addressed how we can kindly ask a person to be more aware of their behaviour. Our success will depend on everyone understanding their responsibility towards each other and of their willingness, in this supportive team, to hold each other to account.  The schools staged response to behaviour has had to be adjusted given the reduced flexibility between classes arising from Bubbles. Furthermore, emphasis is given to the partnership between the school and parents in the event that a child’s behaviour does not acknowledge the controls in place to keep everyone safe in respect of Covid-19. | Exec. Ht. RA and Head of School, CK in the September INSET and weekly briefings.  CK, Head of School |  |
| ***(31. Contractor / visitor)***  ***Contractors/Visitors/***  ***Parents***  ***Coronavirus***  ***(COVID-19) (CV19)***  ***Someone entering the school/workplace/offices with CV19*** | **Employees, agency, Pupils, visitors**  Causing severe infection/disease | 1 Only necessary contractors to be allowed on site, and approved/authorised by managers, COVID-19 risk assessments must be sent by contractors and reviewed, and works/visits agreed/authorised before the works/visits commence  2 Agency staff and contractors to be inducted to the normal health and safety induction processes, including the current COVID-19 risk assessments and social distancing requirement, and promotion of hand cleaning and hygiene.  3 Pre-communicated to ensure a health check question-set is asked regarding any symptoms of COVID-19, and information given to them before they get to site on the social distancing and COVID-19 management standards in place.  4 Normal risk assessment, method statements review, considering your own COVID-19 risk assessment to review if the works will compromise social distancing for others, such as increasing of numbers of people by contractors working in staff areas breaking the social distancing requirements.  5 Normal management and monitoring of contractor works, wellbeing on site  6 School to assess to keep the parents off site and reduce the concerns of gatherings, this is a school-based review/plan, supported by regular communication, assessing what gates and entrance points can be increased or used, using signage to remind parents of social distancing requirements and not to wait around together, school staff to ensure personal safety is assessed before going and directing parents to socially distance.  7 Contractors to follow the COVID-face covering management of the school, either implement that all visitor/contractors to wear face coverings, or in defined areas | M | Contractors are treated as visitors and are strongly discouraged. Only visitors who need to undertake work considered to be urgent, or work that cannot be done remotely, will be lowed on the site and where possible visitors will be encouraged to attend once the children and staff have left the site.  The school has drafted Visitor Guidance. It details what is expected of anyone visiting the school site including rigorous adherence to the control measures.  Office staff greeting visitors will make sure that all visitors have read and understood the guidance. This will include asking for reassurance that the visitors do not have any of the commonly seen symptoms associated with Covid – 19.  All visitors will be asked to wash their hands thoroughly on arrival.  As much as is possible, contractors will be asked to work when children and staff are not on site – evenings and weekends. If this cannot be arranged, either children will be cleared from the area being worked in and/or the Site Manager Bob, or Lee will accompany the contractor.  In the Parent Guidance, parents are specifically asked to avoid attending the site, other than to drop their child at school or collect them. Furthermore, to reduce congestion and aid social distancing, we have requested that only one family member drop the child off and pick them up and that the person doing this does not linger on the site.  We hope that most queries can be addressed remotely, by phoning the school or sending an email. Where a discussion is needed, meetings need to be arranged in advance and parents will be asked to comply with the visitors’ guidance on such occasions. All visitors must be agreed with a member of SLT in advance to ensure that all other possibilities have been explored.  Anyone arriving at the school, who does not have an appointment, and therefore has not received the Visitors’ guidance in advance, will be turned away.  If a visitor attends the school, a room will be designated for their work and after they have completed their work, it will be thoroughly cleaned before any further use. | Site Manager, Bob  Head of School, CK  Front of office staff  Front of office staff  SBM, MG and Site Manager Bob  Head of School, CK and exec. Ht. RA  Front of office staff  HP and CK to update the Visitor guidance  Bob/Less to organise |  |
| ***(32. Online Safety)***  ***Someone working on remote learning at school or at home during school closure and 3rd lockdown in January 2021*** | **Staff, Pupils, Parents**  ***Risks and harms of teaching and learning online*** | 1. In school, we use LFGL filtering services to ensure content is appropriate  2. In school, there is always adult supervision in the room whilst children are online  3. The school has blocked youtube website and can only be accessed with teachers lgfl accounts  4. Staff, children and parents sign and AUP (Acceptable User Policy) which is reviewed regularly  4. The school uses Microsoft Teams as its digital platform to deliver remote education for children. We believe online teaching should follow the same principles as set out in the school’s code of conduct. We have the following expectations and systems in place:  - There are no 1:1 teams, live meetings or chats between staff and children, always a minimum of 2 members of staff present.  - Each week, a ‘face-to-face timetable’ is prepared by SLT and shared with staff, so we have a record of core live sessions  -Staff should record, the length, time, date and attendance of any sessions held.  - During live, face-to-face sessions, staff and children must wear suitable clothing, as should anyone else in the household.  - Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.  - Face-to-face sessions should be kept to a reasonable length of time, or the streaming may prevent the family ‘getting on’ with their day.  - The face-to-face session are recorded and saved on the Teams posts so that if any issues were to arise, the video can be reviewed.  - Language used by must be professional and appropriate, including any family members in the background.  - Staff must only use specified platforms i.e. Microsoft Teams and LGfL as these are approved by our IT network manager to communicate with pupils  - Staff record the attendance of children online and share this data with the HoS regularly and contact can be made with families if attendance is a concern  - If there are concerns about the online behaviour of a child or adult, a member of SLT must be notified  - If parents are concerned, they are advised to contact [homelearning@st-lukes.towerhamlets.sch.uk](mailto:homelearning@st-lukes.towerhamlets.sch.uk)  - Schools can access the Professionals Online Safety Helpline which supports the online safeguarding of both children and professionals (call 0344 381 4772 or email helpline@saferinternet.org.uk) | M | Continue to share safeguarding and Online safety messages with staff, parents and children through:   * weekly parent newsletters * weekly staff briefing emails * weekly staff briefing meetings * staff sharing messages with children during lessons and assemblies * school website and Twitter page   SLT will regularly monitor the safe use of Microsoft Teams and live sessions by children and staff and other related resources for teaching and learning.  Keep communication channels open for Staff, parents and children to feedback to SLT on any issues associated with online safety. Impress the importance of parents supervising children’s time online. When necessary, online safety incidents will be raised as safeguarding concerns, in line with the school’s Safeguarding and Child protection policy and procedures.  The school will regularly review what is considered good online safety/safeguarding practise with remote learning and seek to inform, trial and implement systems and practise into our school community  St. Luke’s recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers.  Teachers at St. Luke’s need to be aware of this in setting expectations of pupils’ work where they are at home.  **Our practices to ensure each child and member of staff are safeguarding are detailed in our Safeguarding and Child Protection policy.** | Head of School, CK  All Staff  Head of School and  SLT |  |

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| **Overall Residual Risk for Activity (L / M / H):** | Medium |

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| --- | --- |
| **Level of Risk** | **Suggested Action** |
| **LOW** | Control measures are adequate but continue to monitor and review; ensure that they remain satisfactory and appropriate |
| **MEDIUM** | Control measures need to be introduced within a specified time period; continue to monitor and review |
| **HIGH** | Unless control measures can be immediately introduced to reduce the risk so far as is reasonably practicable, the task or activity should be suspended |

