



Parkside Primary Academy – Safe Return to School Academy Risk Assessment

Covid-19 PACT Risk Assessment Checklist

The technical name of the virus that causes COVID-19 is severe acute respiratory syndrome coronavirus 2, abbreviated as **SARS-CoV-2**. School settings are essential for us to effectively manage our response to Covid-19 and those staff working in these settings are providing a key role. Staff are understandably feeling anxious about the potential risk to their health of carrying out their usual work activities during the Covid-19 pandemic.

Whilst the Covid-19 virus can cause serious illness, especially for vulnerable adults with underlying health conditions evidence suggests that the majority (particularly children and young people) will experience a mild to moderate illness.

To avoid the spread of the virus children and staff should continue to.

- **Avoid contact with anyone with symptoms**
- **Maintain frequent hand cleaning and good respiratory hygiene**
- **Regularly clean settings**
- **Minimise contact and mixing**

The risk assessment has been developed based on the following.

- That we will act together to ensure the safety and reassurance of all staff, children & young people.
- PPE will be recommended according to evidence of efficacy and assessment of clinical risk.
- PPE does not negate the need for social distancing and hand and respiratory hygiene.
- Having entered a period of sustained, community transmission, all staff and clients are approached as potentially carrying Covid-19.

Our document is based on government guidance and will be amended as new information is provided

The national guidance and response require that where possible we: **Stay Alert and Stay Safe**

Within this document the risk is assumed to be **Transmission of the virus – leading to potential ill health & fatality**

The potential group to be at risk of harm are **children, staff, parents, and any visitors to the site**

The Trust and individual academy cannot guarantee 100% that the site is fully safe from the risk of COVID-19.



Overview

Summary of school offering and proposed staffing

Control Measures	School Specific Tasks	Staff Responsible	Date achieved and (RAG rating)
<p>Summary of Parkside Primary Academy re-opening offer</p>	<ul style="list-style-type: none"> • Phased reopening for Classes F2, Y1 and Y6 in addition to Key worker/vulnerable children currently attending (according to capacity) – children in these classes will remain in a ‘social bubble’ when in school. • Phased reopening begins with Y1 on 9th June and then Y6 on 15th June at the earliest. • Children will not mix with other groups, they will remain in their designated classrooms, they will not use breakout or communal spaces and will also enjoy outside playtime in their small ‘social bubble groups’. • Parents must adhere to social distancing and will be asked to drop off at designated entrances at specific times, with only one adult bringing/collecting their child. Where parents have other children who must accompany them at drop off/collection, parents will be reminded that they must keep their children under close supervision at all times and ensure they also adhere to social distancing. • Provision for F2, Y1 and Y6 will be Monday – Thursday. Key worker and vulnerable provision continues to be Monday – Friday. • Parkside will not offer Nursery provision at this time • Parkside will not offer Breakfast or After School Clubs at this time • An estimated 120 children could attend – 9 qualified teaching staff are available to work, 10 TAs/Cover Supervisors are available to work, 2 office staff are available to work. Currently we have a relief caretaker (the site manager is clinically vulnerable) and 2 cleaners available to work. Cleaning capacity is at 50% as two further cleaners are not available to work as they are clinically vulnerable • Teaching staff and TAs will be attached to social bubble classes and remain with these children until Government advice changes 	<p>RW</p>	<p>30/05/20</p>



<p>Staffing and Rota</p>	<ul style="list-style-type: none"> Plans will remain the same, each day (teams to work in social bubbles to allow breaks) Staff room to be used on a rota basis – all breaks and lunches timetabled for staff and children All staff will be in school every day, attached to their social bubble groups One day allocated to PPA and professional development/management time for Teachers (Friday) – this is to be taken at home. Support staff will attend the Academy on Friday and undertake sanitized cleaning in classrooms, this would allow for Professional Development and training needs. Key worker children would have provision on Friday's – these children will be supervised by staff who form part of that class' social bubble. 	<p>RW Leaders</p>	<p>30/05/20</p>
<p>Scaffolded start and finish times</p>	<ul style="list-style-type: none"> FS2 – Start time 9.00am – 2.30pm: Entrance/Exit – EYFS Provision Area (one way in/out system in place) Y1 – Start time 8.45am – 2.45pm: Entrance/Exit – Y1 Side door (parents will have markers for social distancing) Y6 – Start time 8.45am – 2.45pm: Entrance/Exit – Y6 Side door (markers for Y6 to social distance from each other) Key worker and vulnerable children – start time 8.30am – 3.00pm: Entrance/Exit (Back gate/Hall door, Front Entrance) 	<p>RW</p>	<p>30/05/20</p>

1. PROTOCOL FOR RESPONDING TO A SUSPECTED CASE OF CORONAVIRUS

Control Measures	School Specific Tasks	Staff Responsible	Date achieved and (RAG rating)
<p>1.1 Suspected case of coronavirus If someone becomes unwell and starts to display symptoms and starts to display with a new, continuous cough or a high temperature in an education setting they</p>	<p>ACADEMY SITE SPECIFIC</p> <ul style="list-style-type: none"> Designated room is The Library Designated toilet is The disabled Toilet PPE kit is available for the escorting member of staff to wear, this is located in the Library 	<p>RW</p>	<p>5/6/2020</p>

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<p>must be sent home and advised to follow the staying at home guidance.</p>	<ul style="list-style-type: none"> • If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. The designated collection room is the Library. Windows should be opened for full ventilation. • 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. • If they need to go to the toilet while waiting to be collected, they should use a separate one if possible. • It is advised that deep cleaning post COVID exposure (known or suspected) should be undertaken with chlorine-based cleaning solutions with a concentration of 1000 parts per million (ppm) of available chlorine (room and toilet) • Ensure that all COSHH assessments are carried out for all cleaning products <p>For further information on cleaning visit the governments advice https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</p>		
<p>1.2 What happens if there is a confirmed case of coronavirus in a setting?</p>	<p>Please follow the recommended guidance link below https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p> <p>ACADEMY SITE SPECIFIC</p> <ul style="list-style-type: none"> • Once local arrangements are in place for tracing and details are published, they will be added into the Risk Assessment. • All children over the age of 5 can now be tested. • At present testing is available for key workers. The link below provides information about how settings can access Covid-19 tests. <p>For further information on testing staff click on the link</p> <ul style="list-style-type: none"> • Full Covid-19 induction training of staff will include protocols around implementing protective measures in school 	RW	04/06/20



2. PREPARING FOR PHASED RETURN			
Control Measures	School Specific Tasks	Staff Responsible	Date achieved and (RAG rating)
2.1 Health and Safety – site inspection	<ul style="list-style-type: none"> Undertake a site Health and Safety check Managing school premises during the coronavirus outbreak Site Health and Safety check to be undertaken by Head Teacher and Deputy Site Manager (Office Manager) in the absence of the site manager 	RW AC	
2.2 Fire Drill	<ul style="list-style-type: none"> Make any necessary adjustments to fire drill and practise Fire safety in new and existing school buildings See the updated Covid-19 fire evacuation procedures in classrooms including a diagram of exit routes and assembly points for each class Covid-19 staff induction to include fire drill walk through with all staff Covid-19 fire drill already undertaken with Key worker and vulnerable children already in school; a further fire drill will take place on day 1 of phased reopening with all children. Social bubble groups will be shown where they need to line up for the register. Different must points in the playground will be used so the class bubble is maintained and not broken. Staff will be informed of a fire drill. When undertaking a fire drill social distancing should always be maintained. Children will practise their 'socially distant' lining up routines A phased return must be adhered to when leaving and re-entering back into the school premises to maintain social distancing. Classes will return to school using their specific entrance/exit doors. Washing of hands etc still required Ensure someone is in charge to co-ordinate the fire drill and that a debrief is undertaken to share any lessons learnt. Headteacher/Assistant Headteacher to debrief staff Ensure the fire drill is recorded in the fire precautions logbook Ensure that the fire alarm is regularly serviced / maintained to reduce the risk of false activations. Fire alarm service took place on 20/05/20 <p>During an emergency situation, however, social distancing should not be enforced, and all persons must evacuate the building as normal. Once outside then social distancing, and groups keeping in cohorts can be re-implemented.</p>	RW	04/06/20



<p>2.3 Cleaning and hygiene protocol A cleaning schedule must be implemented throughout the site, ensuring that contact points, e.g. work surfaces, door handles, bannisters, window levers, taps etc. are all thoroughly cleaned and disinfected regularly.</p>	<p>Before re-opening each academy will undertake a deep clean. This deep clean will take place on Monday 8th June 2020 Cleaning protocol is as follows:</p> <ul style="list-style-type: none"> • Hard surfaces to be cleaned prior to disinfecting • A combined detergent disinfectant solution or chlorine-based cleaner is to be used • Extra attention is to be given to 'touchpoints' for example frequently <ul style="list-style-type: none"> ○ "touched" areas and surfaces, e.g. doors, toilets, door handles, phones, light switches and door fobs, keyboards, whiteboards etc. • Hand towels and hand wash area to be <ul style="list-style-type: none"> ○ Checked and replaced as needed by the Cleaning and Caretaking staff. • Enhance the cleaning regimes for toilet facilities, particularly door handles, locks, and the toilet flush, etc. • Only cleaning products supplied by the school are to be used • Bin liners should be used in all bins • Lidded bins to be used where possible <p>For further information on cleaning visit the governments advice https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</p>	<p>RW</p>	<p>04/06/20</p>



	<ul style="list-style-type: none"> • Covid-19 staff induction to include Health and Safety training in respect of cleaning and cleaning products. • Ensure that all COSHH assessments are carried out for all cleaning products • Staff are trained in the safe use of cleaning products • Ensure that all cleaning products are stored safely and out of the reach of pupils • The correct PPE should always be worn by the Cleaning staff and disposed of by double bagging and put in the external waste • Consideration should be given to extending the Cleaners hours to accommodate the cleaning regime to meet the requirements of the risk assessment. <i>Where this is not possible due to capacity issues through staff absence because they are clinically vulnerable, TAs who have received the appropriate training will work additional hours to cover any cleaning requirements.</i> • Leadership teams will make clear to school staff and parents their expectations about cleaning and hygiene. <i>This information is detailed in the home school agreement and also the parent child leaflet about return to school</i> • <i>School behaviour policy amended to deal specifically with children adhering to hygiene standards.</i> <p>Other expectations will include.</p> <ul style="list-style-type: none"> • That all frequently touched surfaces, equipment, door handles, and toilets used during the day will be cleaned thoroughly each day. <i>All staff and children need to be made aware of 'touchpoints'</i> <i>Cleaning in non-healthcare settings</i> <i>Implementing protective measures in education and childcare settings</i> • The availability of soap and hot water in every toilet (and if possible, in classrooms) <i>All classrooms have their own cleaning station with the equipment required to continually clean the classroom and other 'touchpoint' areas e.g. toilets throughout the day</i> • The location of hand sanitiser stations. <i>Located outside Y1, Y4 and Y6 classrooms</i> • The location of lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste, their double bagging and emptying. • Ensuring there is a good supply of disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom and enough to top up regularly. 	
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<p>2.4 Movement around the school</p>	<p>Each academy will look at reducing possible contact between different groups of children, and between adults throughout the day.</p> <ul style="list-style-type: none"> Where possible corridors will be used on a one-way basis at any given time <p>Other considerations will include.</p> <ul style="list-style-type: none"> corridor access break and lunch times pick-up and drop-off times. <p><i>Implementing protective measures in education and childcare settings</i></p> <ul style="list-style-type: none"> Children will only be in corridors when they enter and exit school. This will be done through different designated entrances at staggered times. Children will remain in their classrooms at all times including when eating their lunch. They will not be walking around corridors during the school day. They will leave the classroom only to go outside at their designated playtime – they will access outside using their outside classroom door. They will access toilets either inside their classroom (F2 and the POD) or immediately outside their classroom. 	<p>RW</p> <p>Leaders RD/SH</p>	<p style="background-color: #00FF00;"></p>
<p>2.5 Site examination</p>	<ul style="list-style-type: none"> Consider the number of classrooms available, and any other rooms to be used as temporary classrooms (balancing size of social bubbles with ability to effectively clean more rooms). A full rooming plan has been completed. Corridors and entrances show designated 2 metre markers. Do not use spaces repeatedly. If used in an emergency, then a cleaning programme and log needs to be introduced Minimise the number of large resources such as desks/chairs to make sure they can be wiped clean. Remove other resources which are not easily washable or wipeable. Display the listed posters in classrooms, main entrance, front office, in places visible to those at the school gate if possible, in the staffroom and in all toilets. <p><i>e-Bug</i> has produced a series of helpful coronavirus posters:</p> <ul style="list-style-type: none"> ➤ <i>Horrid hands</i> ➤ <i>Super sneezes</i> ➤ <i>Hand hygiene</i> ➤ <i>Respiratory hygiene</i> ➤ <i>Microbe mania</i> 	<p>RW</p> <p>AC</p>	<p>04/06/20</p> <p style="background-color: #00FF00;"></p>



<p>2.6 Hierarchy of measures These are set out in implementing protective measures in education and childcare settings</p>	<ul style="list-style-type: none"> • Leaders will place signage in classrooms and around school clarifying the hierarchy. Which is. <ul style="list-style-type: none"> ○ Avoiding contact with anyone with symptoms ○ Frequent hand cleaning and good respiratory hygiene practices ○ Regular cleaning of settings ○ Minimising contact and mixing • Academy staff will need to explicitly teach and supervise health and hygiene arrangements such as handwashing, tissue disposal and toilet flushing 	<p>RW AC KG</p>	<p>27/5/2020</p>
<p>2.7 Group sizes and information</p>	<p>Each academy will undertake the following:</p> <ul style="list-style-type: none"> • Assume all eligible children will attend (attendance expectations for vulnerable children) • Determine class groups - this is not higher than government recommendation (15 children) and is governed by the size of the classroom (square meterage) Trade Union recommendations to be also considered • Take into account any limitations of school buildings and outdoor space (implementing protective measures in education and childcare settings) • Current children attending (vulnerable and key worker) have priority over returning year groups and therefore should be catered for first in the planning for return. This may account for a substantial proportion of the available capacity (spaces and people). Maintain frequent contact with parents, as more key workers return to work full time, more children may begin attending which will affect the capacity for other groups of children to attend. • Maintain small groups (maximum size of 15) of children of critical workers and vulnerable children not in cohort social bubbles. Offer children of critical workers and vulnerable children the option of moving into their cohort social bubble or to stay in the existing vulnerable group. Headteacher has spoken to parents whose children meet this category so that they are aware that if they wish their child to be with their class and usual class teacher, they will only be able to attend Monday – Thursday. If they wish their child to attend Monday – Friday, their child will form part of a mixed year key worker class led by a cover supervisor and not a class teacher. • Each group will have one teacher and one teaching assistant. • Children and staff will only mix in small social bubble groups which remain the same and that group should stay away from other people and groups. • Existing vulnerable children and children of critical workers in year groups not part of phased return become part of their own cross age bubble. 	<p>RW Leaders</p>	<p>04/06/20</p>



	<ul style="list-style-type: none"> • In an emergency if a teacher is absent then the teaching assistant of that bubble can through mutual agreement lead the group, or a member of the leadership team. If no member of staff is available, then the group cannot attend school. Parents must be contacted to ensure they agree to a change of bubble arrangements • As more groups are phased back it may be necessary to ask a teaching assistant to lead a small group under the supervision of a teacher. This group will become a smaller bubble and have its own designated space. • Where desks are used, they should be spaced as far apart as possible. • Government guidance states that while in general groups should be kept apart, brief, transitory contact such as passing in the corridor is low risk. 		
<p>2.8 Staff audit</p> <p>An audit of staff is undertaken to ascertain their capacity – including their own health status, any relevant health issues within their household and any relevant caring responsibilities.</p>	<ul style="list-style-type: none"> • The Trust will circulate an audit to all staff members to gather appropriate information. It is important for staff to realise that they may need to work with different groups of children than usual. <p>The questionnaire will allow staff to:</p> <ul style="list-style-type: none"> • Share if they are feeling anxious or concerned • Provide key information if they are: <ul style="list-style-type: none"> ○ Clinically extremely vulnerable adults ○ Clinically vulnerable ○ Pregnant ○ Caring for a partner or family member who is in one of the above-named groups. • Leadership teams will collate all information gathered adhering to data protection <p>Staff members will be referred to the necessary government guidance on <i>implementing protective measures in education and childcare settings</i></p>		20/5/2020
<p>2.9 How many staff are available to work? Are critical roles covered?</p>	<p>Leadership teams must ascertain.</p> <ul style="list-style-type: none"> • How many staff do we have available to work in school? • 9 Teachers (one part time), 10 TAs/Support Staff, 2 Admin staff, 2 cleaners available for work • How many teachers do we have available to work in school? • How many support staff including teaching assistants do we have available for work in school? • Currently 1 teacher, 2 TAs, the site manager, 3 cooks/kitchen staff and 2 cleaners are not available to attend work because they are either high risk or in the clinically vulnerable category. 	RW	20/5/2020

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	<p>Leadership teams must audit their staff availability to ascertain capacity of key critical roles to consider. These include</p> <ul style="list-style-type: none"> ○ HT/DHT/AHT ○ Paediatric first aider ○ DSL ○ SENCO <p>In addition to noting the need for capacity for caretaking, cleaning, and the school office.</p> <ul style="list-style-type: none"> ● Parkside has the capacity to open for limited groups of children, provided that this current level of staffing remains available. A relief caretaker is being used to open/close the premises and undertake basic caretaking duties. He also assists with cleaning. 		
<p>2.10 Ascertaining numbers of pupils likely to return</p>	<p>Before phased reopening leadership, teams must</p> <ul style="list-style-type: none"> ● Undertake a parental survey to ascertain how many children wish to return to school ● Parental survey undertaken by class teachers during their weekly phones calls/emails. Numbers of children who will be returning to school are as follows <ul style="list-style-type: none"> ○ F2 – 5 children ○ Y1 – 7 children ○ Y6 – 16 children ● Clarify extremely vulnerable, vulnerable, and shielding categories ● Create a protocol for parents requesting their children to return during the phased response (weekly notice Monday to Monday) ● Create a Home/School leaflet with key elements included ● Post photographs of school prior to opening for parents/children to view – photographs taken demonstrating how children line up socially distantly. Also photographs taken of classrooms, designated entrance/exit door and signage around school along with social distancing guidelines on the floor inside school 	<p>RW</p>	<p>20/5/2020</p>
<p>2.11 Planning PPA and CPD</p>	<p>Leadership teams must ensure that.</p> <ul style="list-style-type: none"> ● All teaching staff have their PPA. ● PPA will occur on Friday every week ● All staff receive regular training updates <p>To avoid staff working with multiple bubbles it is the decision of the leadership team that the phased return offer is for 4 days a week.</p>	<p>RW Leaders</p>	<p>04/06/20</p>
<p>2.12 School Crossing Patrol</p>	<p>Leaders will provide training for the school crossing patrol</p> <ul style="list-style-type: none"> ● The SCP will ensure that social distancing measures are implemented when allowing pupils and parents to cross the road. 	<p>NOT APPLICABLE FOR PARKSIDE</p>	



	<ul style="list-style-type: none"> • Pupils and parents will wait (maintaining 2 metres distancing) in an orderly queue before they can cross the road safely with the School crossing patrol person. • When the School crossing patrol person arrives at School, they must clean their hands for at least 20 seconds with warm soapy water before entering any of School areas. • The “lollipop sign” to be cleaned with an antibacterial sanitizer / wipes and left in a safe place (with no access from pupils) <p>All used wipes and cloths will be doubled bagged and put in the external waste bin.</p>		
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3. REVIEWING STAFF AVAILABILITY			
Control Measures	School Specific Tasks	Staff Responsible	Date achieved and (RAG rating)
3.1 Government advice	<ul style="list-style-type: none"> • Leaders will be familiar with the government’s key clinical advice on extremely vulnerable and vulnerable adults. This also includes information with regards shielding adults/children at home. 	RW	04/06/20
3.2 Clinically extremely vulnerable individuals – staff members	<ul style="list-style-type: none"> • Leadership teams will follow government advice with regards these staff. These individuals are advised not to work outside the home and as such will not be required to come into the setting. These individuals with serious underlying health conditions which put them at very high risk of severe illness from coronavirus and have been advised by their clinician or through a letter. Staff in this position will remain at home and will be given suitable work to undertake. • All necessary evidence will be collated to support this judgement <p>Further information can be found in the</p>	RW	04/06/20



	<u>guidance on shielding and protecting people defined on medical grounds as extremely vulnerable</u>		
3.3 Clinically extremely vulnerable individuals – children	<ul style="list-style-type: none"> Children who have been <u>classed as clinically extremely vulnerable due to pre-existing medical conditions</u> have been advised to shield. These children will not be attending school. They will remain at home and receive appropriate distance learning Any child returning to school will provide signed confirmation that they are not extremely vulnerable 	RW	04/06/20
3.4 Clinically vulnerable staff members	<ul style="list-style-type: none"> Leadership teams will follow government advice with regards these staff. These individuals are at higher risk of severe illness for example, people with some pre-existing conditions as set out in the <u>staying at home and away from others (social distancing)</u> This advice states that these individuals should take extra care in observing social distancing and should work from home where possible. This includes pregnant women. As stated throughout the government guidance it is not possible to maintain social distancing within a school setting. If clinically vulnerable (but not clinically extremely vulnerable) individuals cannot work from home, they should be offered the safest available on-site roles, staying 2 metres away from others wherever possible, although the individual may choose to take on a role that does not allow for this distance if they prefer to do so. If they must spend time within 2 metres of other people, settings must carefully assess and discuss with them whether this involves an acceptable level of risk. Any such conversations must be logged and signed by both parties <p>At this moment in time staff who fall into this category will remain at home and will be given suitable work to undertake.</p> <ul style="list-style-type: none"> All necessary evidence will be collated to support this judgement 	RW Trust	04/06/20
3.5 Clinically vulnerable children	<ul style="list-style-type: none"> Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. A small minority of children will fall into this category. Due to this vulnerability children 	RW	04/06/20



	<p>who fall into this category should not return to school. Parents should follow medical advice if their child is in this category.</p> <ul style="list-style-type: none"> Any child returning to school will provide signed confirmation that they are not vulnerable 		
<p>3.6 If a child or staff member lives in a household with someone who is extremely clinically vulnerable</p>	<ul style="list-style-type: none"> If a child or staff member lives in a household with someone who is extremely clinically vulnerable, as set out in the guidance on shielding and protecting people defined on medical grounds as extremely vulnerable, it is advised they only attend work if stringent social distancing can be adhered to. For this reason, children and staff who fall into this category will remain at home and will be given suitable work to undertake. All necessary evidence will be collated to support this judgement Any child returning to school will provide signed confirmation <p>https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june#should-i-keep-my-child-at-home-if-they-have-an-underlying-health-condition-or-live-with-someone-in-a-clinically-vulnerable-group</p>	RW	04/06/20
<p>3.7 If a member of staff lives with someone who is clinically vulnerable</p>	<p>If a member of staff lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), which includes those who are pregnant, government guidance states that they can attend work.</p> <p>Leadership teams must discuss this with any staff member who falls into this category. This must be logged as a formal meeting. Parties will need to come to some agreement as to the best way forward for all parties.</p> <p>Currently, none of Parkside’s staff fall into this category</p>	RW Trust	04/06/20
<p>3.8 If a child lives with someone who is clinically vulnerable</p>	<ul style="list-style-type: none"> Government guidance on children who live with someone who is clinically vulnerable (but not extremely clinically vulnerable) as defined in the social distancing guidance and including those who are pregnant, can attend. 	RW	04/06/20



	<ul style="list-style-type: none">• This decision can only be made by the child's parent/carer and leaders must have signed confirmation of this <p>https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june#should-i-keep-my-child-at-home-if-they-have-an-underlying-health-condition-or-live-with-someone-in-a-clinically-vulnerable-group</p>		
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4. IMPLEMENTING PRACTICAL MEASURES TO REDUCE RISK			
Control Measures	School Specific Tasks	Staff Responsible	Date achieved and (RAG rating)
4.1 Attendance	<p>Each leadership team will follow government guidelines on recording and reporting attendance. They will continue to:</p> <ul style="list-style-type: none"> Complete the daily data returns using the DfE portal (further guidance will be published shortly) Provide the local authority with the requested information for safeguarding vulnerable children. Continue to undertake first day absence calls for any child who is absent from the setting without reason Maintain regular contact with vulnerable children who are not attending. This will be undertaken by the SENDCO and Family Safeguarding Manager who will maintain this contact and also undertake 'socially distant home visits' where this is absolutely necessary. 	RW PK	04/06/20
<p>4.2 PPE</p> <p>Government guidance states that the majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain 2m from others.</p> <p>Wearing a face covering or face mask in schools or other education settings is not recommended</p>	<p>Leadership teams will provide PPE packs (and maybe detail what are inside them such as gloves, facial covering, disposable apron etc.) should be provided for emergency use only. This will follow government guidance.</p> <ul style="list-style-type: none"> PPE kits will be made available in each classroom Staff must sign a document if they wish to wear PPE during the day. They should state what they wish to be provided with Guidance in section 1 of this risk assessment provides information if a pupil becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. Staff will need PPE packs to use in this eventuality – if these are not available then this will be a deciding factor as to whether the setting remains open. 	RW AC	04/06/20
4.3 Uniform	<p>Leadership teams will make their own decision with regards wearing school uniform. Allowances need to be made where children have outgrown garments. Parents will be informed that.</p>	RW	



	<ul style="list-style-type: none"> All children must wear school uniform, however we understand that parents may need some time to purchase school shoes if their child has outgrown their old shoes There is no need for anything other than normal personal hygiene and washing of clothes following a day in a school. Uniform/clothes that cannot be machine washed should be avoided and not worn to school. 		
4.4 Drop off and pick up	<p>Leadership teams will inform parents and carers of new arrangements. Start and finish times will need to be staggered to minimise the number of children, parents and carers who enter and exit the school site simultaneously. These will include.</p> <ul style="list-style-type: none"> Specific start/end time for their child Which access point to use Queuing arrangements which maintain social distancing and avoid adults and children congregating at the school gates. How children will be collected Specific family arrangements may need to be made (where practical they could be in the same bubble) <p>Staff will:</p> <ul style="list-style-type: none"> Greet each child. Ensure children wash their hands immediately on arrival, and then go straight to their classroom. <p>** See summary of Parkside's proposed offer which details information around start/finish times, entrance/exits</p>	RW All Staff	1/6/2020
4.5 Breakfast club and other extra-curricular activities	<p>These clubs will not be available during phased reopening.</p> <p>If re-instated, then the following points will be considered.</p> <ul style="list-style-type: none"> The number of pupils attending the clubs so that social distancing is maintained Entering and existing the club is done in a phased way "one in one out" All food items are taken to the pupils seating area by a member of staff. All food items and utensils are collected by staff and handed over to the catering staff. All tables, chairs, hard surfaces etc are cleaned with an antibacterial spray after use 	RW	04/06/20
4.6 Break and lunchtimes	<p>Leadership teams will plan for break periods. These must be planned to maintain the integrity of pupil/staff 'bubbles. This may include.</p> <ul style="list-style-type: none"> Staggering break times 	RW	2/6/2020



	<ul style="list-style-type: none"> • Designating spaces within a communal area (such as a playground). • Pupils are allowed out in small numbers so that social distancing can be maintained. • Restricting the number of pupils accessing the toilets at any one time. • Outdoor play / climbing equipment is not to be used (display signage) • Noncontact sports such as football, basketball etc • Any small equipment should not be used. If footballs, toys & play equipment is provided it must be cleaned daily with an antibacterial spray. • Water fountains are not to be used. They will be decommissioned, and signage displayed enforcing the fountains not to be used. • Children must not engage in any contact sports. • Staff must take breaks at separate times so that the integrity of bubbles can be maintained 	<p>All staff to reinforce this with all children</p> <p>Timetables created by RD and SH</p>	
<p>4.7 Assemblies</p>	<p>Assemblies will not be held due to the number of pupils and staff in close proximity. Integrity of bubbles must be maintained</p>	<p>RW</p>	<p>04/06/20</p>
<p>4.8 Classroom Government guidance states that primary age children cannot be expected to remain 2 metres apart from each other and staff. In deciding to bring more children back to schools, this is being considered.</p>	<p>Leadership teams will reduce contact between staff and children as much as possible. Social bubbles will help reduce transmission risk. Protocols for classrooms include.</p> <ul style="list-style-type: none"> • A seating plan will be displayed on the classroom door and inside the classroom – so all pupils know where they must sit. • When entering / leaving the classroom this should be on a phased “one person at a time” basis. Signage in/outside classrooms and toilets remind children of this • Where possible Staff are to maintain a safe distance between each other (2 metres) Floor markers in place to help staff and children safely do this • Pupils must be encouraged to do the same • The number of persons in each room/area to follow social distancing guidance and be dictated by the size of room <p>Strict hygiene rules to be implemented, all staff and pupils to be asked to do the following:</p> <ul style="list-style-type: none"> • Wash hands on entry • Use alcohol-based hand sanitiser • Wash hands every hour 	<p>RW</p> <p>All Staff</p>	<p>27/5/2020</p>



	<ul style="list-style-type: none"> • Wash hands if face is touched • All hand contact surfaces to be cleaned throughout the day. (Gloves will be available) <p>https://www.who.int/gpsc/clean_hands_protection/en/</p> <p>Other steps taken by leadership teams will include.</p> <ul style="list-style-type: none"> • All pupils to have their own pen, pencil, rubber, ruler etc that is personal to them and should not be shared with any other pupil • Pupils regularly reminded not to share stationary (including paper) • All resources, equipment etc should be cleaned daily with an antibacterial cleaning product • All soft toys to be removed from all areas of the school site • Playdoh and sand should also be taken out of action to avoid contamination • Tissues should be provided in classrooms and pupils encouraged to use them and put them in the waste bin (bin liner inside) • Activities where social distancing cannot be maintained will not be undertaken • All Computers / ICT equipment should be cleaned after every session with an antibacterial spray / wipe • No shared resources are taken home by staff and pupils • Teachers will wash their hands and surfaces, before and after handling pupils' books. • Only resources that can be cleaned effectively can be used. • This will mean that some resources will need to be removed from classrooms. <p>Leaders will ensure that each classroom has.</p> <ul style="list-style-type: none"> • Hand gels and sanitizers available for staff and pupils to use. • Antibacterial wipes / cleaning products are available to clean hard surfaces regularly throughout the day. These products will be stored out of the reach of children. • Bins (where possible to have a lid on) that contain used tissues, paper towels etc must be regularly emptied • All cloths and wipes should be doubled bagged and put in the external waste. 		
<p>4.9 Foundation Stage</p>	<p>Classes for our Early Years (Nursery and Reception) will not be considered for reopening at this moment in time.</p> <p>Consideration before any reopening</p>	<p>LB and KB to ensure these aspects are in</p>	<p>04/06/20</p>



	<ul style="list-style-type: none"> • All items such as sand pits, water, painting, trikes are cleaned after each session. • Free flow is phased so that its “one in and one out” and this is managed effectively by staff • Supervision is always key at all times to encourage social distancing • Any artwork etc produced by pupils is not to be taken home and must remain in the setting • Presents / gifts from pupils should not be accepted by staff. • Parents are encouraged to reinforce social distancing rules at home. <p>The resources made available for child-initiated learning should be carefully considered:</p> <ul style="list-style-type: none"> • Malleable resources, such as play dough, should not be shared. • Fabric/soft toys should not be accessible and available • Painting, sticking, cutting, small world play, indoor and outdoor construction activities should be washed before and after use (more detailed guidance on this is included in the guide for early years providers) and where possible, children should be discouraged from sharing these. • Children should be taught to wash their hands frequently, but particularly after using wheeled bikes, trikes, and other large, movable toys. • Children should be encouraged where possible not to touch their faces or to put objects in their mouths. • Sharing stories, singing, and playing outdoor games will help all children to socialise and resettle into familiar everyday classroom routines. 	<p>place when re-opening occurs</p> <p>RW to check</p>	
<p>4.10 Music</p>	<p>Due the high risk of transmission of covid-19 in relation to musical instruments These lessons are postponed for the foreseeable future.</p>	<p>RW</p>	<p>04/06/20</p>
<p>4.11 PE</p>	<p>Leadership teams will ensure that all PE lessons should be undertaken in the designated social bubble space</p> <ul style="list-style-type: none"> • Staff are to maintain a safe distance between each other (2 metres). Pupils must be encouraged to do the same • Staff should limit the number of persons in the space to follow social distancing guidance • Hand sanitizers / gels will be made available for staff and pupils • Handwashing procedures will be followed PE activities • All PE equipment is wiped down after each session • No contact sports are to be undertaken 	<p>RW</p> <p>RD</p> <p>SH</p>	<p>04/06/20</p>



<p>4.12 Marking</p>	<p>Leadership teams will set out clear guidance on marking</p> <ul style="list-style-type: none"> • Where appropriate, homework should be submitted online to avoid the use of handling books etc • If homework cannot be submitted online all books should be left in the School setting – staff must not take books home to mark advise says limit number of shared resources. • When marking a book, gloves should be worn by staff to avoid cross contamination / risk of transmission • Staff to wash their hands and surfaces after handling books. This is the case even if they wear gloves. • Gloves should be disposed of by double bagging and put in the external waste. 	<p>All teachers</p>	
<p>4.13 Toilets</p>	<p>Leaders will</p> <ul style="list-style-type: none"> • Implement a system to monitor the use of toilets to maintain social distancing. Signage displayed outside toilets shows one in/out rule. Signage inside toilets reminds children how to wash their hands correctly. • Ensure that toilet times are staggered to avoid congestion. • Ensure access to hot running water. • All toilets are cleaned daily with an antibacterial spray, paying attention to the toilet seat, taps, flush, door handles, sinks etc • Hand washing frequently with soap and in hot water where possible. • Pupils regularly reminded about staggered toilet times and the need to wash their hands more regularly and after every time they have used the toilet. • When cleaning vomit/bodily fluids from toilets ensure that gloves and face masks are provided to staff and cleaners. 	<p>RW All staff</p>	<p>27/5/2020</p>
<p>4.14 Cloakrooms</p>	<p>Leaders will have clear instructions for the use of cloakrooms</p> <ul style="list-style-type: none"> • Bubbles should where possible have different cloakrooms. All bubbles have different cloakrooms. Signage on cloakrooms displays one in/out. • Staff to manage the number of pupils accessing the cloakroom areas at the start, break times, lunchtimes, and end of the school day to ensure social distancing is maintained. 	<p>RW All staff</p>	<p>27/5/2020</p>
<p>4.15 Circulatory areas</p>	<p>Leaders will have clear plans for the movement around the site</p>	<p>RW</p>	<p>27/5/2020</p>



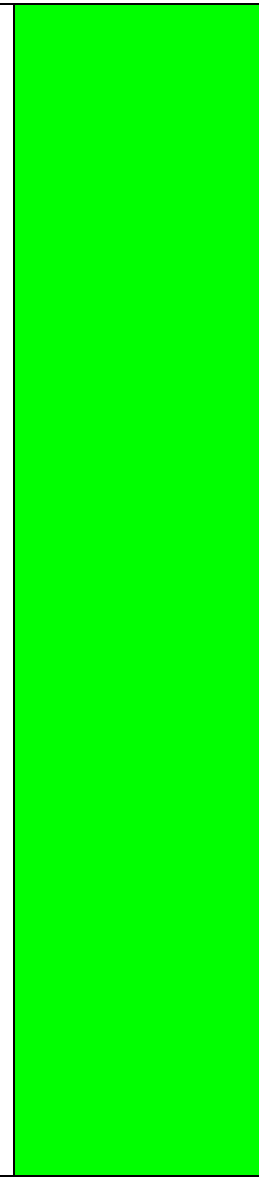
	<ul style="list-style-type: none"> • Movement between classrooms / on corridors should be done in a phased way to maintain social distancing. There should be no movement around corridors at this time, children are confined to their designated social bubble class rooms and only leave these to use their designated toilets or go outside at their timetabled play time. • Entrances and exits are designated for different classes. • Where possible one way up / down rules should be implemented on all staircases, this should be monitored so that pupils and staff do not pass on the stairs. • Staff to regularly reinforce the rules on corridors and staircases to all pupils. • Signage to be in place identifying the flow of movement and direction of travel. <p>https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools</p>	<p>Leaders</p> <p>All staff</p>	
<p>4.16 First aid and medical needs</p>	<p>Leadership teams will have a clear plan for dealing with medical needs</p> <ul style="list-style-type: none"> • All classrooms will have their own designated first aid kit and a first aider to administer basic first aid. • If social distancing cannot be maintained when administering first aid, PPE appropriate to the circumstances e.g. gloves, face masks and eye protection (if necessary) should be provided (this kit needs to be made available) • All PPE is available in the Library and First Aid cupboard. • Upon completion wash hands and ensure the affected area is cleaned • All first aid waste and PPE should be disposed of by double bagging and putting in the clinical / external waste • For further information on first aid visit the government guidance <p>https://www.gov.uk/government/publications/novel-coronavirus-2019-ncov-interim-guidance-for-first-responders/interim-guidance-for-first-responders-and-others-in-close-contact-with-symptomatic-people-with-potential-2019-ncov</p>	<p>RW</p> <p>All staff</p>	<p>27/5/2020</p>
<p>4.17 Administering medication</p>	<p>No medication can be administered without a risk assessment being completed Leaders must assess whether it is safe to give a child his/her medication. If a child's care plan requires updating a zoom meeting should be arranged with a member of school staff, parents and a professional health worker, school nurse etc to address any issues relating to the care plan. If social distancing cannot be maintained when administering medication PPE appropriate to the circumstances e.g. gloves, face masks and eye protection if necessary, should be provided</p>	<p>RW</p> <p>KH</p>	<p>04/06/20</p>



	<ul style="list-style-type: none"> Wash hands upon completion All clinical waste and PPE should be disposed of by double bagging and put in the clinical / external waste 		
4.18 Intimate care	<p>No intimate care can be administered without a risk assessment being completed. Leaders must assess whether it is safe for the child to be in school. Taking note of the risk to others.</p> <ul style="list-style-type: none"> Some children with special educational needs, may be unable to follow social distancing guidelines, or require personal care support. In these circumstances, staff need to increase their level of self-protection, such as minimising close contact (where appropriate), cleaning frequently touched surfaces, and carrying out more frequent handwashing. A SEND risk assessment involving all stakeholders should be completed and regularly updated in respect of these children School staff should continue to use the PPE that they have always used (such as an apron and gloves) when undertaking more intimate care with pupils. <p>Leaders will ensure adequate stocks of PPE are available and all staff are trained in the use of PPE including donning and doffing and disposing of PPE.</p>	RW KH	04/06/20
4.19 Conflict resolution	<p>Leaders will remind parents of their responsibilities (and their children) to follow safe procedures</p> <ul style="list-style-type: none"> Staff are discouraged from physical intervention if pupils fall out or fight De-escalation techniques should be used to try and calm situations if the situation escalates then staff must wear the PPE if restraint is required Restraint should only be undertaken as last resort <p>Information will be sent out to parents via Home/School agreement and other wider correspondence</p>	RW Leaders All staff	04/06/20
4.20 Visitors	<p>Our academies will clarify the protocol for visitors to the site. It is recommended that hand sanitiser is used on first entry to the building and then soap and water as normal throughout the day. This follows WHO advice in this area.</p> <ul style="list-style-type: none"> Limit the external visitors to the school during school hours. 		04/06/20

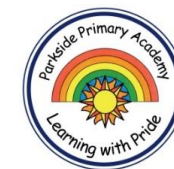


- Discourage parents coming into school buildings. This will only be allowed when strictly necessary, by appointment, and ideally alone.
- No one should enter the School premises if they are displaying symptoms of covid-19 e.g. staff, parents, pupils, contractors etc.
- Stop all non-essential visitors entering the site
- Any planned meetings should take place at a safe distance (and so the use of small offices may not be suitable).
- A clear demarcation line is in place around the reception areas so that 2 metre social distancing can be maintained. **No parents are allowed inside the reception area. A glass screen barrier protects the office staff.**
- Where possible a visual screen / barrier is in place to protect office staff.
- Manage external site access points to enable social distancing.
- Where electronic / touch screen “signing in” systems are used – ensure these are cleaned / wiped down after every person has used the system or temporarily disabled to avoid risk of contamination.
- Allow plenty of space (two metres) between people waiting to enter site.
- Regularly clean and disinfect common contact surfaces in reception, office, access control and delivery areas e.g. screens, telephone handsets, desks, particularly during peak flow times.
- Where visitors are expected to sign in at reception – ensure this is carried out by office staff and no pens are visible.
- Regularly clean staplers, hole punchers, “touch screen” photocopiers, marker pens & whiteboards
- School to inform all staff and parents – not to enter the School premises if they are exhibiting symptoms of covid-19.
- Signage to be displayed in the main entrance reinforcing the message to not enter the School if they are symptomatic.
- Use signage to guide parents and carers about where and when they should drop off and pick up their children. This should happen at the school gate.
- Parents are reminded not park in the School car park and adhere to parking sensibly to avoid conflict with local residents.
- Systems are in place to monitor how many people are on site at any one time.
- Systems are in place to monitor which staff and children are on the “essential” list.
- Systems in place to deal with those arriving at school who are not supposed to be there.
- Antibacterial wipes to be made available at the side of the “signing in” system,





	<ul style="list-style-type: none"> • Signage should be displayed in the reception area to inform parents, pupils, and visitors to keep 2 metres apart. Signage is visible inside school and on all external doors. Parents are not allowed into the reception area. • Hand sanitizers / gels are available on reception for parents, pupils, and visitors to us. • Ensure appropriate cleaning products are available for staff to clean all hard surfaces on a regular basis. • All used wipes and cloths should be doubled bagged and put in the external waste bin. • Information to be sent to all parents explaining that no cash will be handled by the office staff <p>https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools</p>		
<p>4.21 Catering</p>	<p>Leaders and catering managers must follow the guidance provided by CMC. All necessary risk assessments and safe systems of work on how to keep themselves, staff, and pupils safe from transmission of the virus.</p> <p>To help with this provision children will be required to bring a packed lunch and drink bottle from home. If an academy kitchen is unable to open, then qualifying parents will continue to receive their FSM vouchers or a packed meal prepared off site. If the kitchen is open, then they will provide a packed meal to those children who are entitled to a free meal under the universal infant free school meals policy or qualify for benefits-related free school meals.</p> <p>At lunch/snack times our academies will not allow children to mix with children from other bubbles. They will eat lunch at their designated places within their own classroom</p> <ul style="list-style-type: none"> • All waste should be doubled bagged and put in the external waste. • All PPE should be disposed of by double bagging and put in the external waste • All tables and chairs should be cleaned after sitting with an antibacterial spray • All cloths and wipes should be disposed of by double bagging and put in the external waste. • Parents must liaise with school if there are any changes to a pupil's dietary requirement • Pupils will bring their own water from home. No drinks will be shared • All persons should sit 2 metres apart from each other whilst eating. 	<p>RW</p>	<p>04/06/20</p>



	<ul style="list-style-type: none"> • Packed meals provided will be wrapped • Crockery, eating utensils, cups etc will not be used • Staff should wear gloves • All tables, chairs, door handles etc. should be cleaned after use. • Parents must inform any changes to their child’s dietary requirements via email to the Headteacher – if parents do not have access to email / a telephone conversation / zoom call to be arranged. 		
4.22 Air Conditioning	All air conditioning units will be switched off	4.22 Air Conditioning	All air conditioning units will be switched off

5. IDENTIFYING SAFEGUARDING, SEND, CHILD WELLBEING AND WELFARE REQUIREMENTS

Control Measures	School Specific Tasks	Staff Responsible	Date achieved and (RAG rating)
5.1 External support for SEND and behaviour	<p>Leaders will have to consider that.</p> <ul style="list-style-type: none"> • It may not be possible to provide the full range of provision set out in a child’s plan. • It may be necessary to make different arrangements if some of the support services are not available in their usual form from the start of phased reopening. • They must continue to work with the local authority and parents and confirm what special provision can reasonably be provided. • They will adhere to the published guidance on conducting a SEND risk assessment during the coronavirus outbreak – This government advice is to be reviewed ahead of the 1st June. • There may be additional pupils, including those with SEND, who display symptoms of stress or anxiety and additional support may be needed for them. As part of our returning curriculum appropriate activities will be prepared to support these children. 	RW KH	Risk assessments reviewed and up to date 04/06/20

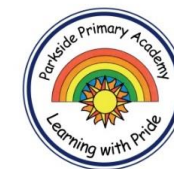


<p>5.2 Risk assessing additional needs</p>	<p>Leaders will follow the government guidance. This states that</p> <ul style="list-style-type: none"> • Pupils who have additional needs which make it challenging for them to work within new procedures (including bubbles) should be risk assessed. Leaders supported by SENCOs should follow the academies procedure. This may mean that some pupils are not able to access a place and therefore should continue to be supported at home. • The availability of provision and external support will need to be considered in relation to pupils with additional needs, including SEND or behaviour needs. • Risk assessments have been completed and updated for all children who have an EHC Plan or those with specific additional needs who have not yet got an EHC Plan. <p>Leaders will need to consider these decisions carefully and consider when and in what circumstances, if not initially, pupils with high needs will be reintegrated into school provision.</p>	<p>RW KH</p>	<p style="background-color: #00FF00;"></p>
<p>5.3 Vulnerable pupils support</p>	<ul style="list-style-type: none"> • Leaders will continue to support vulnerable families. Keeping children safe continues to remain a high priority. • There is still an expectation that vulnerable children of all year groups will attend, where it is safe and appropriate for them do so. Leaders will continue to complete the BMBC weekly safeguarding audit and RAG rating. • All EHA, Core Group, MDT, Case Conferences and CP meeting continue to be attended virtually until safe to do face to face • A dedicated inclusion team maintains contact with vulnerable children and families. All such information is logged and where necessary contact with wider professionals is undertaken 	<p>RW PK Leaders</p>	<p>04/06/20</p> <p style="background-color: #00FF00;"></p>
<p>5.4 Safeguarding policy and addendum</p>	<p>Leaders ensure all staff adhere to the academy safeguarding policy, including the addendum added during lockdown</p>	<p>RW</p>	<p style="background-color: #00FF00;"></p>

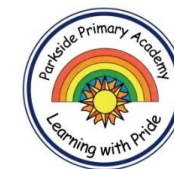
PACT RISK ASSESSMENT GUIDANCE



		All staff	
5.5 Social care contact with the Local Authority	<ul style="list-style-type: none"> • Duty care Team Number 01226 438830 or <ul style="list-style-type: none"> ○ (01226) 772423 until 5pm ○ Emergency duty team on (01226) 787789 • School liaising with children’s services; one new family assessed and placed on CIN – social worker is yet to be allocated • New COVID-19 specific safety plans to be produced by social care for all children on protection plan • Social workers to work with school to conduct home visits if the children are not attending school to check on welfare of children/families. 	RW	04/06/20



6. SPECIFIC CPD AND TRAINING REQUIREMENTS			
Control Measures	School Specific Tasks	Staff Responsible	Date achieved and (RAG rating)
6.1 COVID -19 awareness	<p>All staff will keep themselves updated and follow the latest Government and national Public Health England/NHS guidelines via https://www.gov.uk/coronavirus https://www.nhs.uk/conditions/coronavirus-covid-19/</p> <p>Leadership teams will allow staff time to read the guidance and voice any concerns they have. All staff to sign to say they have read this risk assessment and all the associated guidance.</p>	RW	<p>Signed during training on 8/6/2020</p> <p>Records kept 04/06/20</p>
<p>6.2 COVID – 19 training</p> <p>There is a concern that different age groups of pupils will interpret the information differently on the risks of covid-19</p>	Leadership teams will support staff by providing training on how to deliver information in different formats pitched at the right level for the age groups. By ensuring that all government advice and resources are provided in the correct format to the different year groups.	<p>RW</p> <p>Leaders</p> <p>Teachers</p>	04/06/20
6.3 COVID – 19 symptoms	<p>Please see section 1 of this document. Leaders will follow the government guidance</p> <ul style="list-style-type: none"> If someone becomes unwell and starts to display symptoms and starts to display with a new, continuous cough or a high temperature in an education setting they must be sent home and advised to follow the staying at home guidance. 	<p>RW</p> <p>First Aider</p>	04/06/20
<p>6.4 School culture</p> <p>The implication of the guidance is that schools will look different and work differently during the re-opening period. Consideration of the longer-term implications should the current situation last for an extended period.</p>	Leadership teams will consider revisiting their core principles and vision. This is on the basis that it is important that we seek an understanding of how our core principles will be reflected in the provision that we are designing so that we seek to meet the needs of all of our pupils to the best of our ability.	<p>RW</p> <p>Leaders</p>	04/06/20



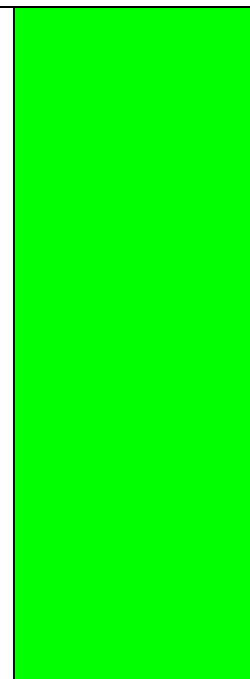
6.5 Training on the use of PPE	Leadership teams will use PPE in accordance with the manufacturer’s instructions and disposed of by double bagging and put in the external waste. See appendix for instructions on how to put on and take off.	RW	04/06/20
6.6 Health and hygiene	Leadership teams will make clear to school staff and parents their expectations about cleaning and hygiene.	RW	04/06/20
6.7 CPD on updated academy policies	Leadership teams will provide training on the following. <ul style="list-style-type: none"> • Safeguarding • Social media • Health and Safety • COVID-19 Risk assessment <p>Educare training accessed by all staff.</p>	RW	04/06/20
6.8 Update on behaviour policy	Leaders will update their behaviour policy as appropriate. These changes will be communicated to pupils, parents and staff and will reflect the new rules and routines. Changes include: <ul style="list-style-type: none"> • Following any altered routines for arrival or departure. • Following school instructions on hygiene, such as handwashing and sanitising. • Following instructions on who pupils can socialise with at school. • Moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing) • Expectations about sneezing, coughing, tissues, and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose, and eyes with hands. • Telling an adult if you are experiencing symptoms of coronavirus. • Rules about sharing any equipment or other items including drinking bottles. • Amended expectations about breaks or play times, including where children may or may not play. • Use of toilets. • Clear rules about coughing or spitting at or towards any other person. • Clear rules for pupils at home about conduct in relation to remote education. 	RW RD SH	04/06/20



	<ul style="list-style-type: none"> Rewards and sanction system where appropriate. 		
6.9 Government guidance for staff	<p>Leaders will clarify with staff.</p> <ul style="list-style-type: none"> Not to come to work if you have coronavirus symptoms or go home as soon as these develop (informing your Head teacher or senior leader) and access a test as soon as possible. To clean hands more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered. Use the 'catch it, bin it, kill it' approach. Avoid touching mouth, nose, and eyes. Clean frequently touched surfaces often using standard products provided in the class cleaning kits. Think about ways to modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important). Consider avoiding calling pupils to the front of the class or going to their desk to check on their work if not necessary. Help your class to follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. including by updating your classrooms displays with posters. Prevent your class from sharing equipment and resources (like stationery). Keep your classroom door and windows open if possible, for air flow. Limit the number of children from your class using the toilet at any one time. Limit your contact with other staff members, and do not congregate in shared spaces, especially if they are small rooms. Make sure you have read the school's updated behaviour policy and know what role in it you are being asked to take. 	<p>RW</p> <p>Leaders</p> <p>All teachers</p> <p>All staff</p>	04/06/20
6.10 Travelling to work and home visits	<p>Leadership teams will have a protocol for undertaking home visits</p> <ul style="list-style-type: none"> Home visits should only be undertaken if necessary Staff should use their own vehicle to get to the visit Once they arrive, they must knock on the door and step back to maintain social distancing. Under no circumstances should staff enter people's homes It may be possible to have a conversation with parents and pupils via an open window 	<p>RW</p> <p>Leaders</p>	04/06/20



- Lone working procedures must always be adhered to when undertaking home visits e.g. buddy systems, regular telephone contact with School
- If staff are concerned over a pupil’s welfare this must be reported immediately to the Headteacher/DSL
- Those who normally share a car with people who are not members of their own household for a journey that is essential, e.g. getting to work, should consider alternatives such as walking, cycling and public transport where you maintain a distance of 2 metres from others.
- Where using a car is essential to carry out a school-based task involving two or more people, it is recommended that two or more cars are used rather than staff travelling together in the same vehicle.
- If staff are visiting several homes (e.g. delivering food hampers etc) and cannot get access to warm soapy water, then you must use a hand sanitizer between visits
- Staff where possible should use their own vehicle
- Staff should only share a vehicle as an absolute last resort
- If you have to share the vehicle with another staff member – remember to wipe down the car after the visit has taken place e/g steering wheel, handbrake, door handles etc with an antibacterial wipe (dispose of the wipes by double bagging) and open windows

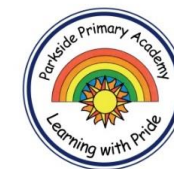




7. COMMUNICATION WITH STAFF, PARENTS AND CARERS



Control Measures	School Specific Tasks	Staff Responsible	Date achieved and (RAG rating)
<p>7.1 Using public transport</p>	<p>Leaders will send information to parents to reinforce social distancing and deter them from eating and drinking when their child is using public transport. This will include.</p> <ul style="list-style-type: none"> • Children should be encouraged to walk or cycle to school where possible. • Where pupils use public transport, they must always maintain social distancing and avoid contact with hard surfaces (where possible) • Pupils should be discouraged from eating and drinking when using public transport to reduce the risk of contamination by touching their mouth and face. • When they arrive at school, they must clean their hands for at least 20 seconds with warm soapy water before entering any of the classroom / teaching areas. <p>Further information is available on the government website.</p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</p> <p>Public transport not used by any parents who are currently accessing provision or who are in the year groups designated in the phased return.</p>	<p>N/A</p>	<p>Not APPLICABLE for PARKSIDE</p>
<p>7.2 Information to staff, pupils, and parents</p>	<ul style="list-style-type: none"> • Leaders will regularly encourage all key stakeholders to visit the government website for updated information • Weekly CPD/staff meetings to be held each Friday. Teachers will have PPA on Friday, training can only take place in social bubbles or remotely not in large groups. • Posters to be displayed • Key parent document to initiate phased return will be the <u>Home/School</u> agreement which must be signed to acknowledge and agree its contents • Website to be regularly updated <p>https://www.gov.uk/coronavirus https://www.nhs.uk/conditions/coronavirus-covid-19/</p>	<p>RW</p>	<p>04/06/20</p>
<p>7.3 Access to school site</p>	<p>Leaders will</p> <ul style="list-style-type: none"> • Inform all parents that once they have dropped their child off at School, they must leave the premises as soon as possible (see above advice not to allow parents onto school site). Designated staff at key entrance/exit points and in 	<p>RW</p>	<p>04/06/20</p>



	<p>the playground. Key worker/vulnerable children are met at back gate or outside the front entrance. Key worker/vulnerable children’s parents do not come on to the playground. Y1 parents access the side door and adhere to social distancing markers, supervised by staff. F2 parents access the classroom door via the provision area, adhere to social distancing markers and are supervised by staff.</p> <ul style="list-style-type: none"> ○ When each academy is likely to commence with its phased return. ○ Which children will be the first to return as part of the Trust’s phased offer? ○ What protective steps we are taking to make the school a low-risk place for their child, recognising that we cannot guarantee 100% safety from COVID-19. ○ What we need them to do. <ul style="list-style-type: none"> ● Phased return could begin from 9 June (this would allow 8 June for cleaning, room preparation and staff training) ● Y1 children could be the first to return, provided site health and safety requirements are met, risk assessments are in place and PPE available for staff ● Parents should be allowed onto school site only when strictly necessary and by appointment and one parent only wherever possible. 		
<p>7.4 Meetings</p>	<p>Leaders will ask staff are to maintain a safe distance between each other (2 metres) in the meeting room / office environment</p> <ul style="list-style-type: none"> ● Where possible Staff are to maintain a safe distance between each other (2 metres) in the meeting room / office environment. Screens erected in shared offices. Staff reminded that small rooms need to be well ventilated. Signage barriers in place to stop staff entering offices/admin work space. ● Arrange video online conference calls ● Meetings with parents should be pre-arranged in a setting where social distancing can be maintained. If this is not possible then the meeting can take place over the telephone or via zoom etc 	<p>RW</p>	<p>04/06/20</p>
<p>7.5 Deliveries</p>	<p>Leaders will have a protocol for receiving deliveries</p> <ul style="list-style-type: none"> ● When placing orders for delivery ensure that you inform the company of the school’s protocol for accepting deliveries 	<p>AC</p>	<p>04/06/20</p>



	<ul style="list-style-type: none"> Do not approach delivery staff; allow packages to be left in a safe place e.g. main entrance Staff should not sign for deliveries Hands are to be thoroughly washed after handling all deliveries Keep deliveries to a minimum with essential items only All deliveries to School (including milk and fruit) should be left at the main entrance and sanitized with wipes before taking them inside the School premises 		
7.6 Contractors	<p>Leaders will have a protocol for working with contractors</p> <ul style="list-style-type: none"> Only contractors carrying out essential maintenance work are to be allowed on the School site Staff and contractors are to maintain a safe distance between themselves and others (2 metres). All contractors are to wash their hands upon entering the site Repeat the hand washing/sanitising every hour. Site inductions are to be carried out following social distancing principles (2m separation). The contractor is to notify the Headteacher / Senior manager of all areas visited, in order that these can then be thoroughly cleaned. 	RW AC	04/06/20

8. RETURNING CURRICULUM			
Control Measures	School Specific Tasks	Staff Responsible	Date achieved and (RAG rating)
8.1 Gather information	The coronavirus outbreak may have caused significant mental health or wellbeing difficulties for some children. All children will have missed the routine of school, seeing	RW	04/06/20



	<p>their friends, and being supported by their teachers and other adults in the school.</p> <p>Leaders will need to ascertain the following:</p> <ul style="list-style-type: none"> • Which individual children have found the long period at home hard to manage? • Those children who have developed anxieties related to the virus. • Those children about whom there are safeguarding concerns. • Which children have experienced bereavements in their immediate family or wider circle of friends or family or had increased/new caring responsibilities. <p>Leaders will need to strike an appropriate balance between reintegrating pupils into a reassuring and familiar work ethic to support their mental wellbeing on the one hand and identifying and taking time to address explicitly individual concerns or problems on the other.</p> <p>Leaders should also consider the mental health and wellbeing of staff (including themselves) and the need to implement flexible working practices in ways that promote good work life balance for teachers and leaders.</p>	<p>Leaders</p> <p>Teachers</p>	
<p>Pupil well-being</p>	<ul style="list-style-type: none"> • Mindfulness will be at the centre of Parkside’s phased return and the timetable builds in regular opportunities to help pupils feel comfortable, give them time to discuss their thoughts/feelings and dealing with any negative thoughts or worries • Use of social stories to help alleviate worries and stimulate children to articulate how they feel • Regular opportunities for outdoor learning • Mindfulness activities incorporated into planning including colouring, and yoga • Regular reminders to use Parkside’s ‘Worry Box’ if needed • Opportunities for children to be innovative and creative • Opportunities for children to exercise/be active • Wellbeing checks will continue by pastoral team for vulnerable children, this includes those who are accessing school as well as those who are not accessing school • ‘Wellbeing Wednesday’ activities – pupil voice working with class teachers to shape this initiative and make this meaningful 	<p>RW</p> <p>Leaders</p> <p>Teachers</p>	<p>04/06/20</p>



<p>Staff workload</p>	<ul style="list-style-type: none"> • Staff expected to follow minimum expectations when working in the Academy or working virtually • No expectation to stay after children finish school day • Staff to have a 30 minute lunch safeguarded away from children - every staff member • PPA for all teachers to take place on Friday's – teachers can choose to stay at home. Management time for leaders on a Friday, other teachers can use this time to catch up on anything they wish • No expectation to deliver a 'broad and balanced curriculum', as per DfE guidance – Early Reading and Phonic to be a priority • 1-1 discussions with teachers/staff regarding workload over the first two weeks of phased return to ascertain any emerging issues. • No expectation for teachers to 'double plan' e.g. plan separate work for the children that have chosen to stay at home in addition to those they have in school. A work pack will be available for Y1, Y6 which can be collected from school by parents if they have decided their child is not going to be part of the phased return. 	<p>RW</p> <p>Leaders</p> <p>Teachers</p> <p>All staff</p>	<p style="background-color: #00FF00;"></p>
<p>Staff mental well-being</p>	<ul style="list-style-type: none"> • 1-1 discussions with teachers/staff regarding workload over the first two weeks of phased return to ascertain any emerging issues and ensure staff well-being is central to a successful phased return • No expectation for staff to stay after children finish school day • Staff to have a 30 minute lunch safeguarded away from children - every staff member • PPA for all teachers to take place on Friday's – teachers can choose to stay at home. Management time for leaders on a Friday, other teachers can use this time to catch up on anything they wish • No expectation to deliver a 'broad and balanced curriculum', as per DfE guidance – Early Reading and Phonic to be a priority • No expectation for teachers to 'double plan' e.g. plan separate work for the children that have chosen to stay at home in addition to those they have in school. A work pack will be available for Y1, Y6 which can be collected from school by parents if they have decided their child is not going to be part of the phased return. • School to provide snacks, tea, coffee • Pastoral support from PK/KH/RW 	<p>RW</p> <p>Leaders</p> <p>All staff</p>	<p>04/06/20</p> <p style="background-color: #00FF00;"></p>



	<ul style="list-style-type: none"> Any staff with childcare issues, speak to RW and Parkside will be flexible (e.g. a TA's daughter is attending her primary school as a key worker child but that school only offers provision 9am – 3pm, therefore Parkside understands that the TA will arrive at work after 9am and will need to leave before 3pm to pick her child up) Ensure that staff get a physical and mental rest, particularly for planned holidays – any extra work is on a purely voluntary basis, there is no expectation that staff will continually volunteer. The continuation of a culture where staff are trusted, have regular input into school provision and are listened to 		
Staff CPD to understand the impact of COVID-19 on children's behaviours and mental wellbeing.	<p>Staff to understand the impact of COVID 19 on children's behaviours and mental wellbeing. Training to focus on:</p> <ul style="list-style-type: none"> supporting children to re-experience the world as safe anxiety in children and young people the theory of attachment and trauma - enabling staff to respond to events children may have experienced in the home environment during school closures therapeutic language to re-affirm connection and belonging 	KH	04/06/20
8.2 Learning opportunities	<p>Leaders supported by the director of teaching and learning will develop materials for staff to provide the following:</p> <ul style="list-style-type: none"> Academy staff will need to explicitly teach and supervise health and hygiene arrangements such as handwashing, tissue disposal and toilet flushing Opportunities for children to talk about their experiences of the past few weeks. Opportunities for one-to-one conversations with trusted adults where this may be supportive. Some refocussed lessons on relevant topics, for example, mental wellbeing or staying safe. Pastoral activity, such as positive opportunities to renew and develop friendships and peer groups. Other enriching developmental activities. 	RW Leaders	04/06/20
8.3 Planning what to teach	<p>The Trust's director of teaching and learning will work with leaders to develop its returning curriculum. This will include:</p>	RW	04/06/20



	<ul style="list-style-type: none"> • Emotion regulation techniques • Re-socialisation into new style school routines • Speaking and listening • Regaining momentum with early reading. • Children who have had limited opportunities for exercise should be encouraged to exert themselves physically, making use of supervised non-touch running games within their group 	Leaders	
<p>8.4 Returning curriculum</p>	<p>Leaders will utilise the Trust’s returning curriculum</p> <p>During the coronavirus outbreak, schools should use reasonable endeavours to meet existing curricular arrangements. As far as possible, children should benefit from a broad range of educational opportunities, but this also provides schools with the flexibility to give additional focus to fundamental areas where support is required following time spent out of school, such as reading.</p> <ul style="list-style-type: none"> • Each academy context will vary, and needs are likely to be greatest where children have not been able to access remote education consistently. • Children who have had limited opportunities to exercise should be encouraged to exert themselves physically making use of non-touch games within their group. • For Y1, leaders should ascertain where children have fallen behind and or progressed further than the school’s curriculum. • Re-teach and practice this material where necessary. • Provide opportunities for Y6 children to discuss their concerns about transition and missed activities • Physical education lessons may continue provided they are non-contact and do not involve more than any one temporary group. • Utilise the returning curriculum developed by PACT <p>Please see Toolkit on PACTs Returning Curriculum. Some key elements will include.</p> <p>For Year 1, where possible ascertain where children have fallen behind or have progressed further against the school’s existing reading curriculum. If they have forgotten aspects already covered, then re-teach and practise this material, where necessary re-teaching phonics and using appropriately matched reading books to practise reading. Where there are small numbers significantly behind others then ensure</p>	<p>RW</p> <p>Leaders</p> <p>All teachers</p> <p>All stff</p>	<p>04/06/20</p>



	<p>they receive support as intensively as can be managed to catch up and liaise where possible with parents and carers to ensure they can support too.</p> <p>In Year 6 it is unlikely that many of the end of term traditions will be able to take place, for example, whole year or class assemblies with parents, school journeys and trips. Leaders should provide opportunities for children to discuss this as it may be a source of anxiety or sadness. Though visits to secondary schools for induction will not take place this year, some secondary schools may have capacity to undertake remote induction briefings or other types of sessions for pupils, for example to meet form tutors, heads of year, or other key staff, or have a tour of the school virtually. You should discuss the options with your secondary schools. Year 6 teaching during this time should focus on readiness for secondary school, including academic readiness, which could involve additional teaching in any subject, but in particular mathematics and English to make up for any losses to learning incurred while at home. Physical education lessons may continue to take place providing they are strictly non-contact and do not involve more than any one temporary group.</p> <p>Our academies will ensure that information is transferred to destination secondary schools as soon as is practicably possible, and in the absence of SATs results ensure that secondary schools are briefed in as much detail as possible about the attainment profile of transferring pupils, along with other information normally transferred.</p>		
<p>8.5 Remote education</p>	<p>Leaders have been able to offer remote learning opportunities over recent weeks. This has followed government guidance on remote education during the coronavirus outbreak. As we begin to plan for possible phased returns it may be more difficult to maintain the same level of remote education provision for pupils in the year groups who are not returning to school, or for pupils whose parents elect to keep at home. In these circumstances we will formulate suitable plans to help continue remote learning. Children who do not have online access will if eligible receive printed resources.</p> <p>Leaders will</p> <ul style="list-style-type: none"> • Consider the balance of workload for staff to provide in-school provision and home learning. • Utilise staff who are at home to provide home learning packages <p>As phased return is extended Leaders will consider</p>	<p>RW</p> <p>Leaders</p> <p>Teachers</p>	<p>04/06/20</p>

PACT RISK ASSESSMENT GUIDANCE



	<ul style="list-style-type: none"> • partial re-opening, blending home learning with on-site provision as this may well be the shape of education, we are able to deliver beyond the end of the summer term. • If there is a significant reduction in staffing and/or there are no available teaching spaces for bubbles they will amend the offer 		

Risk Assessment Acceptance Statement	
I accept the details of the assessment and will ensure that the risk control measures identified, any risk control actions identified, and monitoring requirements are acted upon within the given time scales.	
Staff Signature	
Date	



Other documents for possible inclusion

South Yorkshire Local Authorities have collectively agreed a Covid-19 PPE position statement which clearly defines when PPE will be recommended according to evidence of **efficacy and assessment of clinical risk**.

PACT RISK ASSESSMENT GUIDANCE



	Category	PPE Requirements	Educational Setting
1	Staff client interaction where distance of 2m can be maintained throughout	Close adherence to hand (i) and respiratory hygiene protocols (ii). No additional PPE required beyond what would usually be worn for any given task	The majority of school and childcare settings will fall into this category. For example, Class Teacher and Classroom assistants working within a classroom environment where social distancing can be adhered to.
2	Staff client interaction where momentary (iii) physical contact is required or cannot maintain 2m distance.	Close adherence to hand and respiratory hygiene protocols. Surgical facemask to be worn by member of staff. Sessional (iv) use is adequate in these circumstances.	In some childcare and school settings where intimate care is required it may be necessary to wear a surgical facemask when undertaking certain tasks (e.g. administration of medication where it cannot be self-medicated, or When administering first aid, self-administration is not possible e.g. child places their own plaster on a cut / laceration
3	Prolonged/intimate (v) physical contact is required between member of staff and client.	Close adherence to hand and respiratory hygiene protocols. PPE required - Disposable gloves, disposable apron, sessional surgical facemask (include eye protection if client is coughing or sneezing). Donning and doffing according to standard protocols (vi) and disposing of clinical waste appropriately(vii).	Anyone who is symptomatic should not be in a childcare or school setting. However, if required to undertake intimate care with a child or young person then category 3 PPE will apply e.g. If a child requires intimate care when administering first aid as a result of a serious injury. And if that child is coughing or spitting, this should include eye protection.
4	Any scenario in the household of a 'shielded' (viii) person. Close adherence to hand and respiratory hygiene protocols	PPE required - Disposable gloves and plastic apron in addition to single use (ix) surgical facemask.	Not applicable
5	Specialist scenarios e.g. Aerosol generating procedures, hospital inpatients, home births, phlebotomy in non-compliant patients etc.	Specialist PPE requirements	Not applicable

NB: This summary relates to PHE's COVID-19: infection prevention and control, last updated 6th April

In circumstances where staff feel PPE is appropriate following the principles above careful judgement should be used to consider likely risk and any impact of behaviour the child may demonstrate because of PPE being worn. The wearing of PPE unless carefully removed in itself can add increased risk therefore it is expected that PPE in educational settings **will only be required for momentary use** and not for long periods of time.





Guide to donning and doffing standard Personal Protective Equipment (PPE)


for health and social care settings


Donning or putting on PPE


Before putting on the PPE, perform hand hygiene. Use alcohol handrub or gel or soap and water. Make sure you are hydrated and are not wearing any jewellery, bracelets, watches or stoned rings.

- 

1 Put on your plastic apron, making sure it is tied securely at the back.
- 

2 Put on your surgical face mask, if tied, make sure it is tied securely at crown and nape of neck. Once it covers the nose, make sure it is extended to cover your mouth and chin.
- 


3 Put on your eye protection if there is a risk of splashing.
- 


4 Put on non-sterile nitrile gloves.
- 


5 You are now ready to enter the patient area.


Doffing or taking off PPE


Surgical masks are single session use, gloves and apron should be changed between patients.


- 


1 Remove gloves, grasp the outside of the cuff of the glove and peel off, holding the glove in the gloved hand, insert the finger underneath and peel off second glove.
- 

2 Perform hand hygiene using alcohol hand gel or rub, or soap and water.
- 

3 Snap or unfasten apron ties the neck and allow to fall forward.
- 

4 Once outside the patient room. Remove eye protection.
- 

5 Perform hand hygiene using alcohol hand gel or rub, or soap and water.
- 

6 Remove surgical mask.
- 

7 Now wash your hands with soap and water.

Please refer to the PHE standard PPE video in the COVID-19 guidance collection:

www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures

If you require the PPE for aerosol generating procedures (AGPs) please visit:

www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-aerosol-generating-procedures

Terms/definitions/clarifications etc

i	Hand washing protocol	Attached at appendix 1 below https://www.who.int/gpsc/clean_hands_protection/en/
ii	Respiratory hygiene protocol	This means covering your mouth and nose with your bent elbow or tissue when you cough or sneeze. Then dispose of the used tissue immediately. https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public
iii	Momentary contact	Relates to ad hoc interventions that may create proximity to bodily fluid – e.g. a driver putting a seatbelt onto a client.
iv	Sessional use	Surgical facemask can be used multiple times and need not be disposed of until wet, damaged, or uncomfortable. https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control/covid-19-personal-protective-equipment-ppe#section-6
v	Prolonged / Intimate care	Is defined as a role which is personally supporting the client to bathe, wash, feed etc. where there may be close proximity to bodily fluids.
vi	Donning and doffing	Refers to the correct method by which PPE should be put on and taken off. Guidance at appendix 3. https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures https://www.youtube.com/watch?v=-GncQ_ed-9w
vii	Disposal of PPE	PPE should be bagged and disposed of in a lidded bin followed by close adherence to hand washing protocol.
viii	Shielded person	Definition at appendix 2.

ix	Single use	Refers to disposal of PPE after each client interaction.
x	PHE Covid-19 IPC	https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control?utm_source=7c916e5e-b965-44d0-a304-cf38d248abba&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

SARS-CoV-2 Test: Testing for key workers who are self-isolating: Interpreting Test Results

The Government has announced testing for:

- essential workers with symptoms
- people who live with essential workers and have symptoms

This direct link provides further details about how to get tested:

<https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested#essential-workers>

The following aims to provide some guidance on the interpretation and action to take following a member of staff receiving a test result.

Interpreting Test Results and Subsequent Action If a member of staff, pupil or member of their household is symptomatic and has had a test you may find the following helpful in interpreting the test results and subsequent action to take as a result.

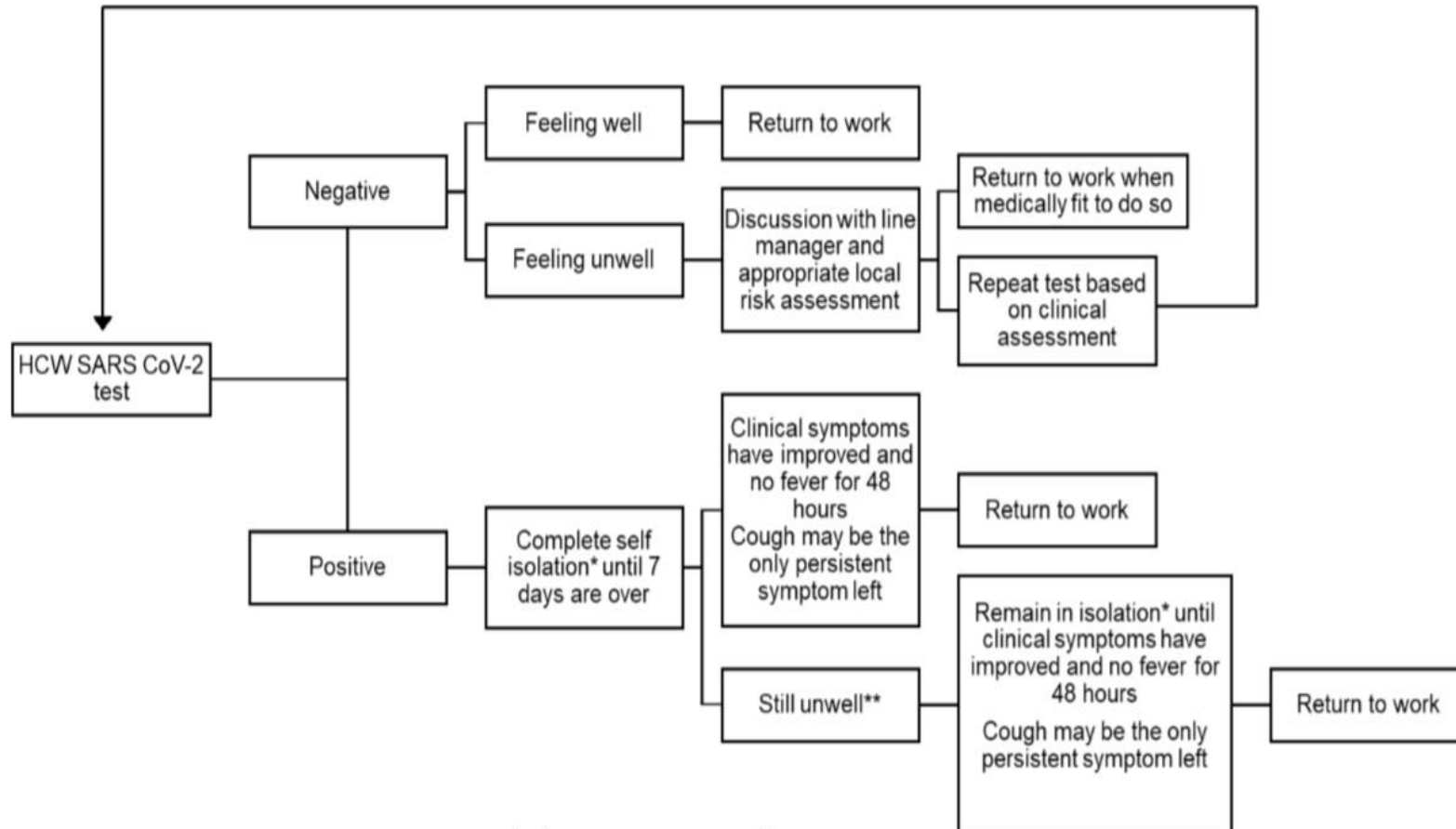
- **Firstly, it is recommended that you link directly with your Occupational Health Provider to consider how they can help both your setting and directly support staff receiving tests.**

- Employees with negative results should only return to work if they feel well enough to do so. If everyone with symptoms who was tested in their household receive a negative result, the employee can return to work immediately, providing they are well enough, and have not had a fever for 48 hours.
- If a household member tests positive, but the worker tests negative, the worker can return to work on day eight from the start of their symptoms if they feel well enough and have not had a fever for 48 hours.
- If the worker does not have symptoms but a household member tests positive, the worker should continue to self-isolate in line with national guidance.
- Employees/your staff should discuss their return to work with you, following the steps outlined in the Flowchart describing return to work following a SARS-CoV-2 test.
- If, after returning to work, they later develop symptoms they should follow national guidance and self-isolate.
- The testing programme does not return the test results to an employer. It is the individual's responsibility to discuss their test result with their employer as part of their return to work conversation.

DRAFT



Flowchart describing return to work following a SARS-CoV-2 test



*Refer to [Stay at Home Guidance](#)

**Consider contacting the [NHS online coronavirus service](#), or in a medical emergency dial 999.

Action to be taken as a result of a positive SARS-CoV-2 Positive Test Result: 30th April 2020

If a member of our school has a positive test result and has recently been at work in your setting, therefore having contact with other staff members and children then the following applies:

- As of this current time (Thursday 30th April 2020) **there is no immediate direct action** that the setting/should school take. There is **no need** to inform parents/carers or other staff members about the confirmation of the positive case. It is important to remember individual's confidentiality at this time and it is not appropriate for information relating to a particular individual to be shared.
- At present we are **not** in a contact tracing (containment) phase of the pandemic. We know that the Covid-19 virus exists within the community and that there is transmission of the virus at community level.
- The positive staff member should not be in the school and should be isolating at home along with their household.
- If the positive staff member has recently been at work in the school, you can carry out a clean of areas/classrooms they may have worked in. This does not need to be a 'deep clean' but a general clean of areas and surfaces paying particular attention to 'touch points' such as light switches and door handles. It is recommend that educational settings follow the Public Health England guidance on [Cleaning in non-healthcare settings](#)
- Having a positive case in your staff will of course be concerning for you and your colleagues and can lead to increased anxiety. It is important to recognise that the majority of individuals who have the Covid-19 virus will have a mild to moderate illness and children and young people have less severe symptoms.
- It is recommended that you continue to ensure that good hygiene is followed. Staff and children and young people should be regularly encouraged to wash their hands with soap for a minimum of 20 seconds.
- If anyone in school starts to show symptoms such as a persistent cough or high temperature, then they should isolate and not be in the school.
- Anyone with symptoms can find further information via: <https://www.nhs.uk/conditions/coronavirus-covid-19/>

When guidance changes and further action is required this information will be updated.