Coronavirus (COVID-19): Risk Assessment Action Plan form 2nd December 2020

for   Madeley Nursery School

		Covered by this assessment: **Madeley Nursery School**
Assessment conducted by: Louise Lowings	Job title: Headteacher	
Date of assessment: 02 12 2020	Date of next review: 5 1 2021	

The sole purpose of this risk assessment is to support schools in preparing for the possibility of providing some face-to-face contact with pupils in year groups Nursery **while reducing the risk of coronavirus transmission**. The risk assessment has been written in collaboration with a number of local authorities.

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

Key:

Level of risk prior to control	Identifies the risk before any steps to reduce the risk have been taken
Risk Description:	Outlines the area of concern. This list is not exhaustive, and schools should add/amend/delete where appropriate e.g. risks for pupils with complex needs.
Risk Controls:	The measures that will be taken to minimise the risk. These are generic and should be adapted for the school context. Add see school specific items at the end of this document
Impact:	Could be L/M/H or numeric, depending on what is used in the school setting.
Likelihood:	Could be L/M/H or numeric, depending on what is used in the school setting. NB IF IMPACT AND LIKELIHOOD ARE BOTH HIGH, THEN THE ACTIVITY SHOLD BE STOPPED UNTIL ADDITIONAL CONTROL MEASURES ARE PUT IN PLACE.
Responsible person:	The identified staff member(s) responsible for implementing the risk controls
	Head Teacher Sign ………………………………………………… Date …………………………………………
	Chair of Governors sign ………………………………………………… Date …………………………………………
Completion Date:	The date by which required plans for controls will be in place. To support planning, identify which controls need to be in place **before pupils return to the setting.** Individual schools can then personalise to their own setting.
Line Manager Check:	Sign off to ensure that the risk has been minimised as far as possible.

Risk Description/Area of Concern	Level of risk prior to control <>	Risk Controls	Level of risk is now <>	Likelihood <>	Responsible person	Planned completion Date	Line Manager Check
The school lapses in following national guidelines and advice, putting everyone at risk	H	To ensure that all relevant guidance is followed and communicated: • The school to keep up-to-date with advice issued by, but not limited to, DfE, NHS, Department of Health and Social Care, PHE, Telford & Wrekin Council advice and review its risk assessment accordingly • Information on the school website is updated. • Pupils via their families are updated via social media/email/text as necessary. • Any change in information to be shared with Chair of Governors, consulted with employees directly, or through a safety representative that is either elected by the workforce or appointed by trade union and passed on to parents and staff by email	**M**	**L**	**Head teacher**	**Ongoing updates in response to new information**	

		As a result, the school has the most recent information from the government, and this is distributed throughout the school community.				
Poor communication with parents and other stakeholders	H	• All staff/children via their parents / carers aware of current actions and requirements and reminded frequently using school communication systems • Head teacher to share risk assessment with all staff • Parents notified of risk assessment plan and shared with parents via website. As a result, all children /their families and all staff working with children are adhering to current advice.	**L**	**L**		
Lack of awareness of policies and procedures	H	• School leaders will ensure that all policies impacted on by coronavirus controls are updated • All staff, pupils and volunteers will make themselves aware of all relevant policies and procedures including, but not limited to, the following: ➢ Health and Safety Policy ➢ Infection Control Policy ➢ First Aid Policy ➢ Intimate care policy ➢ Behaviour policy ➢ Business Continuity/Resilience • All staff have regard to all relevant guidance and legislation including, but not limited to, the following: ➢ The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 ➢ The Health Protection (Notification) Regulations 2010 ➢ Public Health England (PHE) (2017)	**L**	**L**		

		'Health protection in schools and other childcare facilities' ➢ DfE and PHE (2020) 'COVID-19: guidance for educational settings' • The relevant staff receive any necessary training that helps minimise the spread of infection, e.g. infection control training. • A comprehensive and current list of key staff members available each day • Staff are made aware of the school's infection control procedures in relation to coronavirus via email / electronic communication • Parents are made aware of the school's infection control procedures in relation to coronavirus via letter/social media/posters at entrance to school – they are informed that they must contact the school as soon as possible if they believe their child has been exposed to coronavirus • Families are made aware of the school's infection control procedures in relation to coronavirus via a coordinated programme of delivery from staff on the morning of the 1 June 2020. Children and their parents / carers are informed that they must tell a member of staff if they begin to feel unwell • Daily electronic briefing issued to staff. As a result, all staff and pupils are aware of the policies and procedures in place to keep themselves safe in school.					
High risk individuals	H	• Risk assessment to be completed for staff in high risk category exposure to Coronavirus (COVID – 19)	**L**	**L**			
Vulnerable staff	H	• children, young people and staff who	**L**	**L**			

and pupils		have been classed as <u>clinically extremely vulnerable due to pre-existing medical conditions</u> have been advised to shield. We do not expect people in this category to be attending school, and they should continue to be supported to learn or work at home as much as possible. Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. • a child or a member of staff who lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, can attend their education or childcare setting • if a child/young person or staff member lives in a household with someone who is extremely clinically vulnerable, as set out in the <u>guidance on shielding</u>, it is advised they only attend an education or childcare setting if stringent social distancing can be adhered to and, in the case of children, if they are able to understand and follow those instructions. This may not be possible for very young children and older children without the capacity to adhere to the instructions on social distancing. If stringent social distancing cannot be adhered to, we do not expect those individuals to attend. They should be supported to learn or work at home. Staff who wish to attend work will discuss safety issues with the headteacher and agree individual risk assessment processes. • staff and children or young people should not attend if they have symptoms or are self-isolating due to symptoms in their household • protective measures will be put in place for staff and pupils, as far as is possible, to ensure that the risk of transmission is reduced with implementation of dividing the nursery into 3 discrete groups, physically					

		separated from each other: on entry, indoors and outside in the nursery environments.				

Poor hygiene practice in school - **General**	• H	• Posters are displayed at the entrance to the school, around school and in every classroom reminding staff, pupils, parents and visitors of the hygiene practice required in school (e.g. washing hands before entering and leaving school)
		• Pupils and staff to wash their hands with soap regularly each hour including before and after snacks and meals for no less than 20 seconds
		• Staff to use the E-Bug material and plan and offer developmentally appropriate learning for the children
		• Staff to provide regular hand wash demonstrations
		• Educators to reiterate key messages in class-time (when directed) to pupils to:
		   - Cover coughs and sneezes with a tissue,
		   - To throw all tissues in a bin
		   - To avoid touching eyes, nose and mouth with unwashed hands.
		• Additional alcohol-based sanitiser (that contains no less than 60 percent alcohol) and tissues to be provided in every space / location for staff, pupils (and visitors once the arrangements in school allow for this)
		• Infection control procedures are adhered to as far as possible in accordance with the DfE and PHE's guidance
		• Sufficient amounts of soap (or hand sanitiser where applicable), clean water, paper towels and waste disposal bins are supplied in all toilets and kitchen areas
		• Hand washing facilities are supervised by staff when
			L	L		

		children are washing their hands to avoid overcrowding in hand washing areas and ensure children wash their hands in line with the current NHS guidance.					
		• Children and staff do not share cutlery, cups or food. Staff to bring in their own cups and utensils					
		• All utensils are thoroughly cleaned before and after use					
		• Cleaners are supported by the school to carry out additional cleaning. Door handles, doors and toilets are cleaned during the twice day and paper/hand towels are refilled regularly as required, staff check regularly					
		• Follow T&W cleaning in school guidance					
		As a result, all pupils and staff are adhering to high standards of hygiene to minimise risk of transmission.					
Poor hygiene practice – **specific – school entrance**	H	• Clear signage in place regarding social distancing at the school entrances	L	L			
		• Social distancing to be used by admin staff when dealing with parents/visitors/contractors to the school from the staff office, visitors to school only by prior arrangement unless in an emergency.					
		• Areas touched to be wiped down					
		• Discourage parents from entering the school building					
		• Reduce the amount of people accessing admin / reception area at any one time, only one member of staff to go into the admin office at one time, hands washed before and after entering.					
		• Rearrange/remove furniture in reception area to facilitate social distancing.					
		• Provide alcohol-based sanitiser (that contains no less					

		than 60 percent alcohol) at the school reception area • Assess the schools ability to follow T&W cleaning in school guidance, if unable to complete notify the Local Authority As a result, admin / reception staff are protected.					
Poor hygiene practice – **specific – office spaces.**	H	• Start and end times for administrative staff are staggered to support social distancing • Ensure distancing is maintained between desks • Tissues/hand sanitiser to be available in office locations • Staff to wash hands on arrival at school • Each individual is responsible for wiping down their own work area before and after use. • Each individual responsible for wiping down equipment such as printers • Assess the schools ability to follow T&W cleaning in school guidance, if unable to complete notify the Local Authority As a result, office practice in office spaces limits the risk of the spread of any infection.	**L**	**L**			
Poor hygiene practice – **specific - spread of potential infection at the start of the school day.**	H	In line with government advice: ➢ Issue information to children, parents, carers and visitors not to enter the school if they display any symptoms of coronavirus ➢ Issue information to parents about arrival and departure procedures, including safe drop-off and pick-up ➢ Inform each family of their allocated times for the beginning and end of their school day by telephone and then by follow up letter / email ➢ Inform each year group and their parents of the	**L**	**L**			

		allocated entrance and exit points to school and where they should go on arrival by telephone, by social media / online information including posts and video ➢ Pupils to be supervised in accessing hand-washing facilities within their separate group areas on arrival, ➢ All staff to wash hands on arrival in school ➢ Make it clear to parents and children that they cannot congregate at the front of school prior to the start of the school day, social distancing marks on floor at the 3 entrances ➢ Make parents and pupils aware of government recommendations with regard to transport. Inform parents and pupils of restrictions and plans relating to school transport ➢ Issue information to pupils in relation to restrictions on their movement around the site ➢ Sufficient supplies of hand-washing supplies should be provided to accommodate this procedure at the start of the day. ➢ Assess the schools ability to follow T&W cleaning in school guidance, if unable to complete notify the Local Authority As a result, the risk of infection is reduced as pupils and staff arrive at school.					
Poor hygiene practice **– specific – toilet/changing facilities.**	H	➢ Staff to wear additional PPE when supporting pupils with toileting training – mask, gloves, apron (see PPE guidance for schools) ➢ All changing surfaces to be cleaned before and after each use ➢ Nappies/soiled items to be disposed of in yellow bags ➢ Staff to follow specific intimate care procedures staff	**L**	**L**			

		wear disposable apron, and gloves with a plastic visor. Blue roll paper put down onto surface of changing mat. The changing area sprayed and wiped down with blue roll paper towel before and after us, all waste (apron, gloves), blue roll etc double bagged and put into yellow bin. If children's clothes are soiled they will be double bagged and sent home. Staff and children wash their hands before and after this process. ➢ Any soiled clothes are put into a plastic bag (double bagged) and sent home. ➢ Monitor numbers of children using the toilets to ensure appropriate use including proper hand washing ➢ Provide paper towels instead of blow dryers (less risk of aerosol) ➢ Prop doors open where possible to reduce hand contact surfaces ➢ Assess the schools ability to follow T&W cleaning in school guidance, if unable to complete notify the Local Authority As a result, safe practices are followed and the risk of infection is reduced for staff and pupils.					
Poor hygiene practice – **specific - end of the school day.**	H	➢ Issue information to parents about departure procedures, including safe pick-up ➢ Inform pupils and parents of their allocated times for the end of their school day negotiated by telephone and followed up with a confirmation email / letter. ➢ Inform pupils and their parents of the allocated exit points and pick up points negotiated by telephone and followed up with a confirmation email / letter. ➢ Parents and staff to wear face masks or guards when	**L**	**L**			

		bringing and collecting children to and from school. ➢ Make it clear to parents and pupils that they cannot congregate at the front of school/in the playground prior to the end of the school day, time arrival at school to be close to the arranged drop off and collection time. If waiting to collect pupils, parents are to remain in cars and park safely or stand at a minimum of 2 metres from other families (siblings to be kept alongside their parents to support them in maintaining physical distancing ➢ Make parents and pupils aware of government recommendations with regard to transport. Inform parents and pupils of restrictions and plans relating to school transport and potential road closures. ➢ Assess the schools ability to follow T&W cleaning in school guidance, if unable to complete notify the Local Authority As a result, the risk of infection is reduced as pupils and staff leave school.					
Ill health in school.	H	➢ Staff are informed of the symptoms of possible coronavirus infection, ➢ A high temperature – this means they feel hot to touch on their chest or back (they do not need to measure their temperature ➢ A new continuous dry cough – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if they usually have a cough, it may be worse than usual) ➢ Loss of taste or smell. From December 2020 these now include ➢ Headaches ➢ Aches and pains	**M**	**M**			

- ➤ Feeling tired for no good reason
- ➤ Sore throat
- ➤ Runny nose
- ➤ Sneezing
- ➤ Tummy ache in children
- ➤ Appropriate PPE is available in each bubble (nest) and guidance on its location, use and disposal issued to staff in line with government guidance on what to do if a pupil or staff member becomes unwell (see PPE guidance for schools)
- ➤ All staff are informed of the procedure in school relating a pupil becoming unwell in school, Flow chart displayed in each area (bubble)
- Any pupil who displays signs of being unwell is immediately isolated within their separate group space with a member of staff in full PPE (apron and gloves) and face guard / visor. Parents are contacted by another member of the team, child to be collected immediately
- Any staff member who displays signs of being unwell immediately refers themselves to the head or deputy head teacher and is sent home (See guidance on Dealing with incidents at school)
- Staff ensure that any unwell pupils are moved to an empty room whilst they wait for their parent to collect them. School admin team to contact parents. Parents advised to follow the COVID-19: Guidance for households, including accessing testing
- If a pupil needs to use the bathroom, they should use the bathroom within their area which will be cleaned after use.
- Pupils displaying symptoms of coronavirus do not come in to contact with other pupils and as few staff

as possible, whilst still ensuring the pupil is safe. A facemask /visor should be worn by the supervising adult

- The relevant member of staff calls for emergency assistance immediately if the pupil's symptoms worsen
- Unwell pupils who are waiting to go home are supervised in a separate area in each zone, entrance in the Studio area, the lab in the piazza area and the staff office in the café area. where they can be at least two metres away from others
- Areas used by unwell pupils who need to go home are identified as out of bounds, thoroughly cleaned and disinfected once vacated.
- Following a suspected case head teachers should follow the guidance in appendix 2
- Assess the schools ability to follow T&W cleaning in school guidance, if unable to complete notify the Local Authority
- Further requirements to ensure that individuals do not have coronavirus from 2nd December include:
- If a child has brothers or sisters who are isolating from school the child who attends Madeley Nursery needs to be tested before they return to school or keep them at home until their sibling's isolation is over.
- If any member of the household has tested positive for COVID then everyone including the child who attends nursery must isolate for the required period before returning to nursery.
- If someone in the household is showing symptoms and is waiting for test results please keep your child at home until a negative result is received.

As a result, any member of the school community who becomes unwell, is isolated quickly and appropriate action is taken to minimise the risk of infection.

| Poor management of pupil numbers reduces the ability of pupils and staff to practice social distancing between groups in their 'nests' (Bubbles) | • H | • Leaders to identify and communicate clearly to parents and pupils who is to attend and the times they are to attend | **L** | **L** |

- Leaders to calculate capacities of classrooms. Classrooms allocated for provision and arranged so that pupils cannot contact other groups
- Unlike older children and adults, early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. In deciding to bring more children back to early years and schools, we are taking this into account. Schools should therefore work through the hierarchy of measures set out;
  - ➢ Avoiding contact with anyone with symptoms
  - ➢ Frequent hand cleaning and good respiratory hygiene practices
  - ➢ Regular cleaning of settings
  - ➢ Minimising contact and mixing between bubbles (nests). And amongst adults.

  It is still important to reduce contact between people
  As much as possible, and we can achieve that and
  Reduce transmission risk by ensuring children, young
  Children and staff where possible, only mix in a small,
Consistent group and that small group stays away
  From other people and groups (nests).
- Where settings can keep children and young people in those small groups physical distancing should be encouraged, for example, space between chairs at a table or cushions on the floor for group time, outdoor

learning encouraged
- Timetable reviewed and refreshed decided by staff at online planning and pedagogy meetings each week
- No more than 16 children in a class where space allows,

As a result, staff and pupils are clear about where they should be, the times that they should be there and what they are delivering.

| Mental Health and Wellbeing for pupils | • M | • Where children are returning to school we would expect leaders and educators to;
  ➢ consider their pupils' mental health and wellbeing and identify any pupil who may need additional support so they are ready to learn
  ➢ assess where pupils are in their learning, and hence what adjustments to their curriculum may be needed over the coming weeks
  ➢ identify and plan how best to support the education of high needs groups, including disadvantaged pupils, and SEND and vulnerable pupils
  ➢ support children moving to reception class in September 2020 | **L** | **L** |
| A pupil is tested and has a confirmed case of coronavirus. | H | In line with government advice:
• The rest of the 'nest' group should be advised to self-isolate for 14 days and the nest will be closed and a deep clean arranged for this area.
• The Head teacher will contact PHE. Then PHE's local protection teams to conduct a rapid investigation and | **L** | **L** |

will advise school on appropriate action.
- See advice in Dealing with Incident procedure

As a result, school leaders taken appropriate action in the event of a confirmed case of coronavirus.

Insufficient staff to run face-to-face sessions for pupils.	• H	• Leaders to ensure that they have a complete list of shielded and vulnerable adults for their school • Protocols for staff to inform leaders if they need to self-isolate are clearly in place • Leaders ensure there is a rota in place for cover or arrangements to close a 'nest' group in the instance that staff have to self-isolate. Further detail of named staff below. As a result, sufficient staff cover in place to provide the face-to-face support sessions for pupils.	**M** **M**
Spread of infection in classrooms/shared areas.	H	• All unnecessary items to be removed from classrooms and learning environments and stored elsewhere • Soft furnishings and items that are hard to clean to restricted for use by individual nests, deep clean when groups rotate nest spaces each fortnight. • Class sizes reduced and allocated to a small consistent staff team • Tissues and hand sanitiser to be located in each classroom/learning space • Bins to be emptied at least twice daily in classrooms (lunchtime by staff and end of day by cleaner). • Contact with communal surfaces, such as door handles etc to be minimised. Doors to be kept open • Where possible, windows to be opened to provide	**L** **L**

ventilation.

- Pupils/staff to clean IT equipment (esp keyboards) with anti-bacterial wipes before and after each use
- Shared telephone handsets to be cleaned with anti-bacterial wipes before and after each use
- Shared teaching resources to be cleaned prior to and after use daily by staff and a deep clean on the Friday before the group rotation every fortnight
- If any bodily fluids come into contact with classroom equipment, ensure that gloves are worn to remove the piece of equipment before it is thoroughly cleaned
- Guidance issued to staff on the use of the offices and staff toilet areas.
- Hand sanitiser to be in place at photocopiers/shared keyboards/telephones etc
- Staff must wash and dry their own cups, plates and utensils, using disposable towels.
- Nursery will not provide a part-time afternoon session at the present time due to risk of cross contamination issues from morning to afternoon
- Assess the schools ability to follow T&W cleaning in school guidance, if unable to complete notify the Local Authority

As a result, the risk of infection to staff and pupils in classrooms is reduced.

Poor pupil behaviour increases the risk of the spread of the infection.	M	➢ Pupils are reminded of the behaviour policy on their return to school ➢ Sanctions (and how they will be applied in the context of limiting physical interactions) are clearly communicated to pupils and parents. Behaviour policy is adjusted as a consequence ➢ Pupils' individual behaviour plans are reviewed and	**L**	**L**

specific control measures identified and shared with pupils and staff where necessary.

➤ Follow T&W PPE guidance

As a result, pupils and staff understand the behaviour policy/individual plans in context.

Pupils with complex needs are not adequately prepared for a return to school or safely supported.	H	• Specific arrangements for pupil transport have been risk assessed and agreed with local providers • Leaders and staff should review individual pupils' handling plans, including the use of PPE (see PPE guidance) • Additional advice should be sought from external agencies where appropriate in relation to moving and handling (physiotherapy, occupational therapy) • Review individual communication plans where close proximity is expected e.g. on-body signing • Plans should be understood, shared and followed consistently by all staff working with those pupils • Prepare additional social stories videos to support pupils /families with autism / learning difficulties (highlighting changes to classrooms/arrangements/use of PPE, for example) and share with parents and pupils prior to pupils returning to school. • Follow T&W PPE guidance	**L**	**L**

As a result, pupils with complex needs are well supported.

Vulnerable pupils and pupils with SEND do not receive appropriate support.	M	• Appropriate planning is in place to support the mental health of pupils returning to school • Agree what returning support is available to pupils with SEND in conjunction with families and other agencies.	**L**	**L**

				L	L

As a result, pupils with SEND and those concerned about returning to school are well supported.

Increased number of safeguarding concerns reported after lockdown.	H	• Agree safeguarding provision to be put in place to support returning pupils: Referral forms in each 'nest' area, Staff inform DSL (3 within the building) • Ensure that key staff (DSL and deputies) have capacity to deal with any arising concerns, school portable phone (mainline) and a mobile phone in each area for internal and external communication • Follow up any referrals made by staff swiftly, while maintaining physical distancing.	**L**	**L**

As a result, safeguarding remains of the highest priority and practice.

Emergency evacuation due to fire etc.	• H	• Lockdown, fire and emergency evacuation procedures to be reviewed so that physical distancing can be maintained • Practice fire drill completed in first week • Leaders to communicate procedures to all staff • Staff to communicate emergency evacuation procedures to children at the beginning of each day.	**L**	**L**

As a result, physical distancing between nest groups is maintained in the event of an emergency evacuation.

Cleaning is not sufficiently comprehensive.	H	• Ensure that all cleaning and associated health and safety compliance checks have been undertaken prior to opening • A nominated member of staff monitors the standards of cleaning in school and identifies any additional cleaning measures – Head and deputy head teachers • If required, additional cleaning staff given additional	**L**	**L**

hours to increase the regularity of cleaning

- Whilst pupils are at break time/lunchtime, a staff member in each nest, identified amongst each team to clean tables/door handles with a disinfectant spray. Gloves to be worn during this and hands washed afterwards
- Disposable gloves/wipes/sprays are next to photocopiers/printers etc
- Cleaners to act upon guidance normally linked to 'deep cleans' as part of their daily procedures (i.e. a focus on door handles, toilets, changing room, toys in the Early Years).
- Assess the schools ability to follow T&W cleaning in school guidance, if unable to complete notify the Local Authority

As a result, high standards of cleanliness are maintained in school.

Contractors, deliveries and visitors increase the risk of infection.	H	- All contractors to be checked to ensure that they are essential visitors prior to entry to the school - Agree arrival and departure times with contractors to ensure that there is no contact with staff or pupils - All contractors/visitors to wash hands either prior to or on entry to the school site - Contractors and visitors are directed to handwashing facilities in each nest - All areas in which contractors work are cleaned in line with government guidance - Contractors to bring own food, drink and utensils onto site. - Staff who receive deliveries to the school to wash hands in line with government guidance after handling	**L**	**L**

		• Where possible, staff to identify safe/designated place for delivery without need for contact with staff. Drivers are not permitted to enter the school premises when making deliveries • If drivers have to enter school site, ensure that they are asked to maintain social distancing and use hand sanitiser before entering the building • Surfaces to be cleaned after any deliveries have been made. As a result, any external visitors/contactors are kept safe and the risk to other members of the school is minimised.		
Professional Visitors	H	• All visitors to be checked to ensure that they are essential visitors prior to entry to the school • Pre questionnaire completed by professional visitor, covid symptoms, hand washing, physical distancing, entrance to use, point of contact • Agree arrival and departure times with professional visitor to ensure that there is no contact with staff or pupils • All professional visitors to wash hands on entry to the school site • Professional visitors are directed to specific handwashing facilities in each 'nest' • All areas in which Professional visitor work are cleaned in line with government guidance • Professional visitors to bring own food, drink and utensils onto site. • Professional visitors to be responsible for cleaning their own equipment and personal belongings As a result, any professional visitors are kept safe and the risk to other members of the school is minimised.	**L**	**L**

Capacity and organisation of teaching spaces
- 3 discrete 'nest' learning spaces for a defined group of children and educators with separate entrances, toileting and handwashing facilities,
- Robins nest : staff; DSL Helen Torr, Key workers Helen Torr, Mo Bowers, Rachel Hunter, support staff Helen Lawrence
- Sparrows nest: DSL Victoria Waring, Key workers Victoria Waring, Deb Shalden, support staff Susie Thomas
- Pigeons nest: DSL Louise Lowings, Key workers Sue Burton, Louise Lowings, Support staff Julie Jordan,
- Admin staff part of the nest in the central piazza space; Paula England and Sara Lyon
- Fridge in each space to store staff and children's lunchboxes safely
- Drink making facilities within each nest

Arrival to and departure from school
- 3 separate entrances will enable families to be physically distanced as they wait for their turn
- Families allocated a specific time
- Discussion between staff and parents / carers limited at thee gate but follow up opportunities for communication with virtual meetings, communication via social media , email etc
- Signage and sprayed floor markings at each entrance to the school.
- Parents / carers and staff wear face masks or guards.

Movement around the school
- Free movement for children and staff with their 'nests'
- No crossing between 'nests' for children, movement restricted for staff, including handwashing before and after accessing another area such as the office, staff planning will minimise spontaneous access to office and storage spaces.
- Staff communicate between groups and out of groups using the main school movable handset and the two school emergency mobile phones
- The group will stay in its nest space for half a term. This will enable the spaces to be untouched for a minimum of 72 hours and this alongside a thorough clean of the spaces, resources and equipment will provide safe transition between each area.

Curriculum considerations
- The adherence to the isolation between (bubbles) nests will be strictly adhered to enable the children within those nests to have free access to the broad and varied play and learning experiences essential for their development, therefore we will not be removing soft furnishings, water and sand play, paint, clay etc. Children will use hand sanitiser regularly and before and after these sensorial experiences.

- **Children will work outside every day, each (bubble) nest has its own discreet outdoor space partitioned from each other. Outdoor equipment will be used within one nest, and movement of equipment will be planned to ensure that it is thoroughly cleaned and sanitised. It is important for the children to have free access to the outdoor environment and the resources in it to support their well-being, social, emotional, physical and cognitive development.**

Timetable arrangements
- **Timetable to be negotiated at online staff reflection and planning meetings each week for different 'nest' teams**
- **Staff work from home for most admin requirements to ensure that staff have left the building before the school cleaner arrives**
- **School caretaker works part-time, thorough hand washing on entry and exiting each nest. Job arranged to minimise movement between nests, for example only undertake jobs in the outside areas if moving between bubbles. Indoor jobs rota to ensure he works inside in only one nest on one visit to school.**
- **Staff take breaks and within their discrete space.**

Cleaning
Educations staff
- **Staff wipe and clean tables and chairs each day, during the session between different activities and at the end of the day.**
- **Staff clean toilet areas and empty bins midday**
- **Staff wipe down touch points at the entrance to each 'nest'**
- **Staff clean resources regularly during the week and at the end of the 2 week use of a nest space before the transition at the start of the next week.**

Admin staff
- **Wipe desks, computer keyboards, photocopier, telephones, other office equipment after use and regularly during the day**
- **Ensure surfaces and resources have been cleaned if used by other members of staff**

Cleaner
- **Cleaner cleans touch points, flooring, sink areas, toilet areas**
  Different cleaning cloths and PPE used by cleaner in each nest space.
- **Deep cleaning protocol in event of an incident of suspected coronavirus in a nest**

Toilets / meals and other care practices
- **Paper hand towels used / no hand dryers**
- **Children supervised to ensure thorough hand washing in line with NHS guidelines**
- **Cleaned midday by staff, end of the day by cleaner, PPE to be used including a visor**
- **Staff wipe down toilet and sink before and after they use the area, disposable gloves used, hands washed before and afterwards**
- **Children bring packed lunches to school in labelled containers these are stored in insulated lunch bags or in the fridge.**
- **Tables and chairs are wiped with veridical spray before and after meals and snacks. Outdoor eating will happen if the weather is appropriate.**
- **Children wash / hand sanitise before and after snacks and lunch.**

Staffroom and offices
- **Education staff plan ahead if they need resources or work done by and with the admin team.**
- **Administrators use desks as far apart as possible**
- **Admin staff wipe desks, computer keyboards, telephones, photocopier, other office equipment after use and regularly during the day**
- **Ensure surfaces and resources have been cleaned if used by other members of staff**
- **If other staff must enter the office spaces they must wash their hands before and after**

Useful links:
- Safeguarding: https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers
- Remote learning: https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19
- Attendance: https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings
- Premises: https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak
- Prevention and control- https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19
- Advice: https://www.gov.uk/government/collections/coronavirus-covid-19-list-of-guidance
- Vulnerable: https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people
- Extremely vulnerable: https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19
- SEND - https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance
- Home learning support: https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources
- Remote support: https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19
- Accountability measures: https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability
- Pupils' mental health support/pastoral care at home: https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak#helping-children-and-young-people-cope-with-stressParents: https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19
- Parents with pupils with SEND: https://www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19
- Supporting parents: https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#working-with-parents

- Financial support: https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care
- Exceptional costs: https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-schools/school-funding-exceptional-costs-associated-with-coronavirus-covid-19-for-the-period-march-to-july-2020
- Reducing burdens: https://www.gov.uk/government/publications/coronavirus-covid-19-reducing-burdens-on-educational-and-care-settings/reducing-burdens-on-educational-and-care-settings
- Social distancing: https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings
- PPE: https://www.gov.uk/government/collections/coronavirus-covid-19-personal-protective-equipment-ppe

- Public health England https://www.gov.uk/government/organisations/public-health-england
- NHS: https://www.nhs.uk/conditions/coronavirus-covid-19/what-to-do-if-you-or-someone-you-live-with-has-coronavirus-symptoms/
- Government advice: https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance
- DfE https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19
- A detailed checklist and key guidance for action for health and safety is available at: www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak
- Information re testing: https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested