



School: St Paul's Catholic School

This Risk Assessment (RA) will be implemented at the above school from 1 June 2020. It is recognised that *in addition to, not in place of* this RA, each school within the CMAT will have its own protocols for ensuring the safest possible conditions for pupils and staff pertaining to its own site.

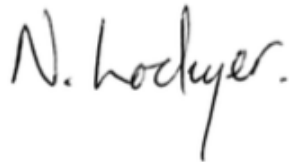
Signed:



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Principal

The RA will be reviewed by the CMAT Executive Team – to include feedback from the CMAT Headteachers – on **Thursday 9 July 2020**. Any amendments to the RA will be shared with schools.



Signed:

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CMAT Chief Executive Officer

## RISK ASSESSMENT – TO BE USED WITH EXISTING RISK ASSESSMENTS & GOVERNMENT GUIDANCE

Guidance Section	Generic Control Measures	✓ X N/A	Person to implement	Notes	Date to be actioned
<b>SECTION 1</b> <b>MUST FOLLOW</b>	The Trust's central team will ensure daily checks are made with Government guidance and will update school leaders.			➤ Staff to sign to say they have read and understood the risk assessment and raised any questions with their line manager.	
	School leaders will update Staff/Pupils/Parents as necessary.				
	School leaders have to a legal duty to communicate this Risk Assessment with the staff and pupils in their school.				
	"Toolbox talks" will be carried out for all personnel on site, warning them of the risks posed by the virus as well as the control measures outlined in this assessment and from government guidance. This will include informing personnel of the known symptoms.			➤ The Risk Assessment should be published on the school website if over 50 staff.	
	Once you carried out the risk assessment you should display The <u>Staying COVID-19 Secure in 2020 notice</u> in the workplace to show that you have complied with the Guidance on managing risk of coronavirus (COVID-19).				
	School leaders should monitor and review the preventive and protective measures regularly, to ensure the measures are working and taking action to address any shortfalls.			➤ <b>School should not put in place any rotas other than for transition at the start of term.</b>	
	Union representatives are consulted on full opening plans.			➤ Mary Robson consults with the Unions on behalf of all four Trusts in the Diocese.	
	All elements of the systems of controls are essential. All schools must cover all, but the way different schools implement sine requirements will differ based on their individual circumstances.				
	Schools should offer a broad and balanced curriculum including full educational support for SEND pupils; schools may offer a narrowed curriculum during the first half-term to aid recovery. This will be reviewed at half term (October).				
	Pupils, staff and other adults <b>do not come into school</b> if they have COVID-19 symptoms, or have tested positive in the last 10			➤ Main Covid 19 symptoms: <ul style="list-style-type: none"> <li>• New, consistent cough</li> </ul>	

	days. The school will ensure that anyone developing symptoms during the day is sent home. They must isolate for at least 10 days (or longer if the high temperature symptom continues) and should arrange to have a test. Other members of their household should self-isolate for 14 days from when the symptomatic person first had symptoms.			<ul style="list-style-type: none"> <li>• High temperature</li> <li>• A loss or change to your sense of smell or taste</li> </ul>	
	Staff should report <b>immediately</b> if they are feeling unwell due to COVID-19 symptoms, even if this on a day they are not working in line with school procedures.				
1. Developing symptoms on site	If member of staff (or visitor) develops symptoms on site, they should leave site as quickly as possible. If they require the use of taxi, they should wear a face mask (provided by the school). They must not use public transport.			➤ Follow the <a href="#">Responding to COVID-19 symptoms in school flow chart</a>	
	Pupil reported to Headteacher/SLT and taken to designated area (any available room where a pupil can be isolated until further notice) whilst being mindful of the pupils' needs. Parents will be informed that their child is not well and asked to collect immediately. Ideally a window should be opened for ventilation. Make sure that staff in school know that they should move pupils to this room if they are sick.			<b>Note:</b> parents, carers and school staff do not need to take children's temperatures every morning. Routine testing of an individual's temperature is not a reliable method for identifying coronavirus.	
	A separate toilet is used by the pupil if this is required to limit disruption (as this would require enhanced cleaning before being used by anyone else).				
	Anyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser (alcohol hand gel 60% minimum) after any contact with someone who is unwell. PPE is worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained.			➤ More information on PPE on the <a href="#">STA-CMAT extranet</a>	
	In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital.				
	Areas occupied and equipment used by the affected person are to be thoroughly cleaned and disinfected, with the waste materials stored securely, double bagged, for 72 hours before disposal. Where cleaning and disinfecting is not required <u>immediately</u> , for instance where we can use another room/classroom /office then,				

	and where practical to do so, the process will be delayed for 72 hours, during which time these areas will be secured with appropriate signage on the door 'Closed for Cleaning'.				
	Areas where the individual has passed through and spent minimal time, such as corridors, but which are not visibly contaminated with body fluids are cleaned thoroughly as normal.				
2. Clean hands thoroughly	<p>All pupils are asked and reminded to wash their hands;</p> <ul style="list-style-type: none"> <li>• before leaving home and on arrival at school</li> <li>• after using the toilet and after breaks and sporting activities</li> <li>• when they change rooms</li> <li>• before and after food preparation and eating any food, including snacks</li> <li>• before leaving school</li> </ul>			<ul style="list-style-type: none"> <li>➤ Cleaning hands thoroughly for 20 seconds 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 paper towels or hand dryers. Hand washing in cold water - hand washing in hot water does not significantly effect the killing of germs, it's the washing of hands thoroughly with soap that does.</li> <li>➤ Secondary schools can ask students to bring their own small bottle of hand sanitiser (50 – 100ml). This could be part of the Uniform policy.</li> <li>➤ It is the responsibility of the school to buy a large bottle of hand sanitiser (pump) for each classroom.</li> </ul>	
	Handwashing techniques are explained to all pupils.				
	Supervision of primary pupils washing hands correctly in school is periodically undertaken by staff. Staff should supervise hand sanitiser use by small children given the risks around ingestion.				
	Schools should build these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them.				
	Parents are informed of hygiene expectations and for the need to communicate this message in the home environment.				
3. Good respiratory hygiene	<p>All staff follow and regularly reiterate the catch it, bin it, kill it hygiene message to pupils;</p> <ul style="list-style-type: none"> <li>• cover your cough or sneeze with a tissue</li> <li>• if you don't have any tissues available, then cough and sneeze into the crook of your elbow</li> <li>• throw the tissue in a bin</li> <li>• avoid touching your eyes, nose and mouth with unwashed hands</li> </ul>			<ul style="list-style-type: none"> <li>➤ PHE does not recommend the use of face covering in schools.</li> </ul>	

	Schools must ensure that they have enough tissues and bins available in the school to support all pupils and staff to follow this routine.				
4. Enhanced cleaning	<p>Points to consider;</p> <ul style="list-style-type: none"> <li>• introduce enhanced cleaning of all facilities throughout the day and at the end of each day.</li> <li>• more frequent cleaning of rooms/areas that are used by different groups</li> <li>• frequently touched surfaces (door handles, push plates, stair rails, light switches) being cleaned more often than normal</li> <li>• rooms or areas shared by different groups are to be cleaned between each group use.</li> <li>• different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly.</li> <li>• reducing clutter and removing difficult to clean items can make cleaning easier.</li> </ul>			<p>➤ <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</a> <i>By the end of the summer term PHE will publish a revised guidance for cleaning non-healthcare settings</i></p>	
	A combined detergent disinfectant solution or chlorine-based cleaner is to be used. (COSHH assessment required).				
	Where Covid 19 contamination is suspected or identified the waste cleaning materials and used disposable PPE should be double-bagged, then stored securely for 72 hours then thrown away in the regular rubbish after cleaning is finished.				
	Where cleaning has been identified in the risk assessment this is normally with standard products such as detergents & bleach. If Covid 19 contamination is known or suspected, then the cleaning should be followed by disinfecting (using chlorine based products). Although disinfecting may also be carried out routinely as an assurance measure.				
	Soap dispensers and paper hand towels within toilets are fully stocked at the start of each day and regular checks are made throughout the day to ensure adequate supply.				
	To evidence the cleaning routine a tick sheet is signed and dated by the person carrying out the cleaning for each area.				
	Provide suitable and sufficient (preferable foot operated) rubbish bins for paper hand towels. Ensure that bins are emptied throughout the day. Bin liners should be used in all bins.				

	Installation of hand sanitisers are located at key points around the site i.e. reception, intimate care and the first aid room.			
	Outdoor play equipment should be cleaned regularly and after each group use.			
	Hand washing & drying facilities are to be provided at the entry/exit points to the playground, and all persons are to wash their hands upon entering and leaving the playground.			
	All hand contact surfaces to be cleaned throughout the day. Only use cleaning products supplied by the school. All resources to be cleaned after use (including computers). Anti-bacterial wipes are the preferred method to clean such surfaces.			➤ Ensure anti-bacterial wipes are in adequate supply.
	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.			
	When due to site staff absence effective cleaning is no longer available the school would pursue; <ul style="list-style-type: none"> <li>• replacement/cover site staff if the duties are contracted in</li> <li>• sharing site staff support from another school</li> <li>• external cleaning services</li> <li>• temporary workers if alternative arrangements cannot be made</li> </ul>			➤ Contact CMAT Business Services for availability of site staff
5.1 Minimise contact between individuals	<b>Schools must do everything to minimise contacts and mixing</b> while delivering a broad and balanced curriculum. The overarching principle to apply is reducing the number of contacts between children and staff. Both the approaches of separating groups and maintaining distance are not 'all-or-nothing' options, and will still bring benefits even if implemented partially.			<b>REMEMBER;</b> it is important that the smaller you can get the groups 'bubbles' whilst delivering a broad and balanced curriculum, the more effective your management of cross infection will be, and this will prove evident in the event of a confirmed COVID-19 case.
	It is recognised that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within in their group. Early years and primary age children cannot be expected to remain socially distanced from each other or staff.			<b>Note:</b> It is likely that for younger children the emphasis will be on separating groups, and for older children it will be distancing.
	Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate. At primary schools a 'bubble' will be the size of a whole class (of whatever normal size).			<b>Note:</b> For secondary schools it could be helpful to use a <b>green/amber/red</b> system. Red status is school closure Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.

	<p>In secondary schools, the bubbles are likely to need to be the size of a year group to enable the school to deliver the full range of curriculum subjects. Zoned areas at lunch and break will be essential. Where using larger groups the other measures from the system of controls become even more important. Where possible, pupils stay in classrooms and staff move around.</p> <p>Note: There can be an initial narrowed curriculum in RE, English and Maths but this must be reviewed by October half term the very latest.</p>			<p>Amber status would mean increased controls in place. For example, all some bubbles isolated as individual classes.</p> <p>Green status would mean school control in line with risk assessment.</p>	
	<p>Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups.</p>				
	<p>Pupils who would normally be in their class groups for the majority of the classroom time, can mix into wider groups/bubbles for the provision of specialist teaching, wraparound care and transport.</p>				
	<p>The EYFS environment is re-organised to meet requirements of social distancing including groups who do not mix with other children or other small groups.</p>				
	<p>If EYFS staff are required to change young children's nappies the correct PPE is worn when carrying out such intimate care (see PPE guidance).</p>				
	<p>Staff can move freely between classes for the purpose for delivering the curriculum. They should use hand sanitiser (alcohol hand gel 60% minimum) when entering a new room. Staff should not enter classrooms unless it is for the delivering of the timetable.</p> <p>Heads &amp; SLT can visit classrooms/bubbles in accordance with the risk assessment.</p>				
	<p>Limit the number of staff in each room/area as far as possible to follow social distancing guidance.</p> <p>Where possible, staff are to keep 2m apart from other staff &amp; pupils, avoid close face to face contact, and minimise necessary contact within 1m of others.</p>				
	<p>Contact with parents to be minimised. Any essential face to face meeting is undertaken maintaining 2 metre social distancing. No indoor meetings with parents preferable.</p>				



	The advice from the Health & Safety Executive regarding offices/workspaces: there must be 2m gaps between people; only 1 person should use a given work station (or cleaning must be undertaken between uses); and, hand sanitiser must be available in all work spaces.				
5.2 Measures within the classroom	Ideally, adults should maintain 2 metre distance from each other and from children. Avoid face to face contact and minimise time spent within 1 metre with anyone. This 2 metre zone between adults and pupils applies in secondary schools; in primaries it is "wherever possible".				
	Where SEN pupils are attending school the same principles of segregation, hygiene, cohesive staffing and PPE use should be applied as far as is possible, but the actual measures to be adopted for each case should be determined by a review of each pupils Health Care/ Support Plan/ Risk Assessment, and considering the individual circumstances of each case.			Face shields are available for one-to-one TAs to use should they wish to, but are not mandatory.	
	In primary schools teaching staff and TA's should stay with their bubbles as much as possible. They can move but only to deliver the timetable or PPA.				
	Children old enough should be supported to maintain distance and not touch staff or their peers where possible.				
	<b>Adaptions to classroom must include:</b> <ul style="list-style-type: none"> <li>• seating pupils side by side facing forwards</li> <li>• secondary schools should have a taped off area at the front of the class for the teacher. Primary schools may wish to do this as well.</li> <li>• face to face discussions should be planned based on side to side practice</li> <li>• moving unnecessary furniture out of the classroom to make more space if possible</li> <li>• Where possible and weather permitting, the school will try to maximise the use of outdoor spaces for teaching.</li> </ul>				
	Phonics should be taught as part of the reading curriculum. Children to face forwards, sessions to be short and option to staff to wear a face shield.				
	<b>No whole school assemblies;</b> schools should avoid large gatherings such as assemblies or collective worship with more				

	than one class group. Collective worship and assemblies have to be in the classroom.				
	School should keep the movement around the school site to a minimum. Avoid creating busy corridors, entrances and exits. Introduce one way traffic in corridors if possible /necessary.				
	Consider staggered break times and lunch times (and time for cleaning surfaces between groups). For secondary schools this will likely involve extending the last period before lunch to 1.5 hours to allow 3 groups to go have an half hour lunch.				
	Staff to avoid the use of the staff room unless for individual use when using essential equipment, unless social distancing can be maintained. If possible additional spaces could be made available.				
	Staff will follow social distancing when using toilet areas.				
	Staff should use a dishwasher if possible to clean cups, cutlery, plates etc. Staff should wash their hands before emptying the dishwasher. Staff will be responsible for washing their own cups etc. if no dishwasher available.				
	All staff will only make drinks for themselves (and not for colleagues).				
5.3 Arriving and leaving school	Each school will consider based on their own circumstances what would be the best way for parents to drop off and pick up their child(ren). If possible, stagger the beginning and end of the school day, so not all pupils enter and leave the school at the same time using the same entrances and exits. This should take place over a short period as possible and cannot reduce learning time.				
	Monitor <b>site access points</b> to enable social distancing – may need to change the number of access points, either increase to reduce congestion or decrease to enable monitoring. Schools should encourage that only one parent should attend to drop off or collect their child. Parents will not enter the school buildings to drop off or collect children.				
	A plan is in place for the effective and safe hand over of very young children at the beginning and end of the session - particularly around issues of responding to young children who are showing signs of distress.				

	Allow plenty of space (two metres) between people waiting to enter site. Parents will not gather in the playground/ school premises. Floor markings are visible where it is necessary to manage any queueing.				
	Where possible access rooms directly from the outside.				
	Open evenings cannot be run in the first half term. This will be reviewed before the half term holiday in October.				
	Remove or disable entry systems that require skin contact e.g. fingerprint scanners.				
	Ensure that there is a member of SLT available at the start and end of each day to aid the smooth running of drop off and pick up.				
	Schools should have a process for removing <b>face coverings</b> when pupils and staff who use them arrive at school and communicate it clearly to them. <b>After</b> removing the face covering they must wash their hand immediately and dispose of temporary face covering in a covered bin (or if enough space wheelie bin near the entrance). Reusable face coverings are placed in a plastic bag and taken home.				
5.4 Other considerations	<p>Prior to <b>contractors</b> and <b>essential visitors</b> arriving at school (where possible) their interaction with the school is established beforehand. This process allows for any relevant risk assessments, rules, procedures for social distancing and hygiene precautions to be shared.</p> <p>The contractor is to notify the premises staff of all areas visited, in order that these can then be thoroughly cleaned.</p> <p>Where possible the contractor works are to be programmed for times when the minimum number of persons are on site (i.e. after normal opening hours).</p>				
	Contractors & Third Party Organisations working on site are to have their own COVID 19 risk assessments and safe systems of work which are compatible with the school COVID 19 arrangements, or are to comply with the schools arrangements.				
	To reduce queues and face to face conversations, parents and any potential known visitor(s) to the school are informed to phone/email the school, if they have any queries.				
	The school uses a cashless system to limit cash handling.				

	Delivery containers/packaging are cleaned entering the site and handled in line with usual manual handling safety practices. Allow packages to be left in a safe place. Hands are to be thoroughly washed after handling all deliveries or waste materials.				
	A <b>record</b> (including contact details) should be kept of all visitors for 21 days. Clean electronic signing in systems after every visitor or have a visitor book kept by a member of staff (to prevent visitors using the same pen).				
	Arrangements are in place for before/after school clubs for them to implement the necessary protective measures.				
	The school's entrance reception desk/ point has a screen or physical barrier that creates a 2 metre gap between the visitor and members of staff. The screen separating the main reception staff from persons entering the building is only to be opened the minimum distance to allow work activities to proceed, and where their use cannot be avoided returned badge-holders are to be cleaned immediately.				
	<p><b>Shared resources:</b></p> <ul style="list-style-type: none"> <li>➤ Individual and very frequently used equipment, such as pencils and pens should not be shared. For example, all pupils should have their own pencil case.</li> <li>• Classroom based resources, such as books and games (including IT equipment), can be used and shared with the bubble (could be whole year bubbles in secondary schools) but should be cleaned regularly.</li> <li>• Resources shared between bubbles, such as sports, art, science and IT equipment should always be cleaned between bubbles or rotated to be left unused for 48 hours (or 72 hours for plastics) this should include library books. Including resources used by wraparound groups.</li> <li>• Practical lessons can proceed if equipment is cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between groups.</li> </ul> <p>Non-essential equipment or resources, which are not easily washable or wipeable have been removed. This may include items such as soft furnishings, soft toys, cushions and beanbags in classrooms dependent on how effective they can be cleaned.</p>			<ul style="list-style-type: none"> <li>➤ Cloakrooms can be used. Bags are allowed, but pupils should limit the amount of equipment they bring into school each day to essentials such as lunch boxes, hats, coats, books and stationary.</li> <li>➤ No malleable resources in the Advent term.</li> <li>➤ For advice on practical school science, D&amp;T, etc. see <a href="https://www.cleapss.org.uk/All%20communicated%20to%20staff%20and%20parents">https://www.cleapss.org.uk/All communicated to staff and parents</a></li> </ul>	

	<ul style="list-style-type: none"> <li>Pupils and teachers can take books and other shared resources home but only if this contribute to pupil education and development. Good handwashing hygiene rules must be adhered to.</li> </ul>				
	<b>Administering medication;</b> if possible, ask parents to administer at home. Otherwise first aider to wear disposable gloves.				
	To inform all of the measures in school, coronavirus posters are posted around school i.e. reception, dining hall and in corridors. Clear messaging to pupils on the importance and reasons for social distancing, reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games.				
6. PPE	The majority of staff in education setting will not require PPE beyond what they would normally need for their work.				
	PPE only needed if: <ul style="list-style-type: none"> <li>someone becomes ill with Covid-19 symptoms while at schools and the distance of 2 metres cannot be maintained</li> <li>Child already has routine intimate care</li> </ul> TA's should use PPE while teaching 1-2-1				
	Staff are aware of the locations for PPE.				
7. Engage with NHS Test and Trace	Schools must ensure that staff member and parents/carer understand that they will need to be ready and willing to: <ul style="list-style-type: none"> <li>Book a test if they are displaying symptoms. All children can be tested, including children under 5.</li> <li>Provide details of anyone they have been in close contact with</li> <li>Self-isolate if they have been in close contact with someone who develops Covid-19 or someone who tests positive for Covid-19.</li> </ul>			Tests can be booked online through the <a href="#">NHS testing and tracing for coronavirus</a> website, or ordered by telephone via NHS 119 for those without access to the internet.	
	<ul style="list-style-type: none"> <li>Anyone who displays symptoms of Covid-19 can and should get at test. Essential workers have priority access to testing.</li> </ul>				

	The school holds a stock of self-testing kits that are available for use where it is considered that this would increase the likelihood of the test being taken.				
	Make sure that all pupils contact details are updated if necessary.				
8. Managing confirmed cases	If someone who has attended the school has tested positive the school should contact the <b>local health protection team for Leicester and Leicestershire on 0344 2254 524</b> (24 hours). The health protection team will carry out a rapid risk assessment.				
	Within a primary school everyone in the bubble should self-isolate whilst advice is sought from PHE. In secondary schools those with whom the person who is tested positive has had direct close contact will self-isolate while advice is sought from PHE.			<ul style="list-style-type: none"> <li>➤ Close contact means: <ul style="list-style-type: none"> <li>• Direct close contact – face to face for any length of time within 1 metre, a face to face conversation or unprotected physical contact.</li> <li>• Proximity contacts – extended close contact (within 1 to 2 metres for more than 15 minutes)</li> <li>• Travelling in a small vehicle (car or minibus) with an infected person.</li> <li>• There have to be fixed seating plans for every class room in secondary schools. <b>Staff informed</b></li> </ul> </li> <li>➤ If someone tests positive, they will follow the <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a></li> </ul>	
	As a pro-active measure in secondary schools everyone in close contact would be asked to stay home until advice from the health protection team. In primary schools that would be the class bubble. The health protection team will provide definitive advice on who must be send home.				
	Schools should not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.				
	Schools must not share the names or details of people with Covid-19 unless essential to protect others.				
	Household member of those contacts who are sent home do not need to self-isolate themselves unless the pupil or staff member who is self-isolating subsequently develops symptoms. They should get a test, and: <ul style="list-style-type: none"> <li>• If the test is negative they must remain in isolation for the remainder of the 14-day isolation period</li> </ul> If the result is positive they should inform their setting immediately and isolate for at least 10 days from the onset of their symptoms. Their household should self-isolate for at least 14 days from when the person first had symptoms.				

	Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.				
9. Contain any outbreak	In some cases the health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or a year group. Inform staff and contact parents if the school is to temporarily close.			<b>Outbreak</b> is two or more confirmed cases within 14 days or an overall rise in sickness absence where Covid-19 is suspected.	
	Where an outbreak is confirmed a mobile testing unit may be dispatched to test others who have been in contact with the person who tested positive.				
	In the event of a local outbreak, the PHE health protection team or the LA may advise a school or number of schools to close temporarily to help control transmission.				
<b>SECTION 2</b> Transport	<b>Dedicated transport</b> does not have to keep to a 'one metre plus' approach. Where possible students are grouped together reflecting the bubbles that are adopted within school. Organised queuing and boarding where possible.			<p><b>Note:</b> DfE will publish new guidance to local authorities on providing dedicated school transport</p> <p>➤ Transport providers should consider:</p> <ul style="list-style-type: none"> <li>• Guidance or training for school transport colleagues</li> <li>• Substituting smaller vehicles with larger ones, or running 2 vehicles rather than one to reduce number of passengers</li> </ul> <p>Leicester schools will be able to find 'walking maps' and 'bus maps' on the <a href="#">LA Extranet</a>. Please put them on your school website.</p>	
	Students (over the age of 11) should use <b>face coverings</b> on dedicated transport or public transport and use hand sanitiser (alcohol hand gel 60% minimum) upon boarding and/or disembarking. Students asked to have their own hand sanitiser in KS 3-5.			<p><b>Note:</b> DfE will publish new guidance to local authorities on providing dedicated school transport</p> <p>➤ Transport providers should consider:</p> <ul style="list-style-type: none"> <li>• Guidance or training for school transport colleagues</li> <li>• Substituting smaller vehicles with larger ones, or running 2 vehicles rather than one to reduce number of passengers</li> </ul> <p>Leicester schools will be able to find 'walking maps' and 'bus maps' on the <a href="#">LA Extranet</a>. Please put them on your school website.</p>	
	School should contact the company or companies they use for transport and ask for their Covid-19 Risk Assessment (including additional cleaning).				
	Schools should work with the Local Authority on providing additional dedicated school transport to keep the pressures on public transport kept to a minimum.				

	Schools should encourage parents, staff and pupils to walk or cycle to school if at all possible.			How to deal with non-attendance: 1. Speak with parents to allay fears as much as you can 2. Send a letter to formalise the need for the pupil to return 3. Inform your DPS and we will send a CMAT letter and inform EWS 4. If none of these steps work, implement a fine	
Attendance	School attendance will be mandatory again from the beginning of the Advent term. It will be the schools' responsibility to record attendance and follow up absence. The majority of pupils will be able to return to school. No exceptional circumstance for leave can be given. The decision to issue sanctions lies with the school.				
	Schools should communicate clear and consistent expectations around school attendance to families <b>throughout the summer</b> ahead of the new school year.			5. Speak with parents to allay fears as much as you can 6. Send a letter to formalise the need for the pupil to return 7. Inform your DPS and we will send a CMAT letter and inform EWS 8. If none of these steps work, implement a fine 9. Schools could use the additional catch-up funding to put measures in place for those families who will need additional support to secure pupils' regular attendance.	
	<b>Shielding</b> advice for all adults and children will pause on 1 August, subject to a decline in the rates of community transmission. This means that even the small number of pupils who remain on the shielded patient list can return to school, as can those who have family members who are shielding. Some pupils need to discuss their care with their health professional before returning to school in September.				
	Contact is maintained with families where there are vulnerable pupils that are not attending school due to parent/carer decision and multi-agency arrangements are in place to support early help.				
	When a pupil is unable to attend school schools are expected to immediately offer them <b>access to remote education</b> . School should monitor engagement with this activity.				
	School leaders should put support in place to address concerns of pupils, parents and households who may be <b>reluctant or anxious</b> about returning to school.				



	If parents of pupils with significant risk factors are concerned, the school should discuss their concerns and provide reassurance of the measures put in place. Schools should be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies.				
School workforce	Individuals who were considered to be <b>clinically extremely vulnerable</b> and received a letter advising them to shield are now advised that they can return to work from 1 August <b>as long as they maintain social distancing</b> . An individual risk assessment needs to be undertaken. Any existing individual risk assessments need to be reviewed.			➤ Some vulnerable staff may require PPE (face shield). See governments <a href="#">advice for clinically vulnerable people</a> .	
	Most staff who are clinically vulnerable or extremely clinically vulnerable should be able to return to the workplace those in the most at risk categories should take particular care while community transmission rates continue to fall. Schools should be flexible in how those members of staff are deployed to enable them where possible to work remotely or in roles in school where it is possible to maintain social distancing. PPE can be worn.			Although persons from the Black, Asian & Minority Ethnic (BAME) community, or those who possess other recognised high risk factors, are not officially categorised within the Clinically Vulnerable Group, due to their greater statistical likelihood of contracting the virus, it is recommended that they be considered for control purposes to be within this group and an individual risk assessment should be carried out.	
	Staff who are <b>pregnant</b> are in the clinically vulnerable category and are advised to follow the relevant guidance available. Be diligent about social distancing and hand hygiene. Each pregnant colleague must be treated individually as she must be the 'driver' in terms of decision making. Pregnant colleagues should be risk assessed individually. Working from home is an option – but this must be 'true' working from home (e.g. a teacher delivering live to her class).				
	People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.				
	People with significant risk factors can attend the workplace. School leaders should try as far as practically possible to accommodate additional measures where appropriate.			Please contact HR for an individual risk assessment.	
	School leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Staff workload expectations are clearly communicated.				
	Employee support services (Sodexo can be contacted on 0808 168 2143) are available to discuss any concerns employees may have directly related to their health, and provide appropriate support.				

	Schools may need to alter the way which they deploy staff, and use existing staff more flexibly to welcome back all pupils at the start of the Advent term. Managers should discuss and agree any changes to staff roles with individuals.				
	Plans to respond to increased sickness levels are in place with cover arrangements determined (including leaders and safeguarding designated leads) – on a weekly rather than daily basis to minimise contacts.				
	Where possible <b>staff meetings</b> and training sessions should be conducted virtually. The preferred means is MS Teams. If <i>absolutely necessary</i> , socially distanced physical meetings could occur, but only with a minimum of 2 metre between each person and for a short time (ideally no more than 15 minutes). Signs are to be displayed outside meeting rooms and offices etc identifying the maximum occupancy levels to ensure appropriate segregation.				
	<b>Teaching assistants</b> may be deployed to lead groups or cover lessons, under the direction and supervision of a qualified teacher. Any redeployments should not be at the expense of supporting pupils with SEND.				
	From the start of the Advent term <b>DBS checks</b> will revert to being carried out in person.				
	<b>Supply teachers, peripatetic teachers, SEND specialists and/or other temporary staff</b> can move between schools. They should minimise contact and maintain as much distance as possible from other staff.				
	All staff should be return to school at the start of the Advent term. Staff needs to contact HR if they have quarantine for 14 day on the return from their holidays.				
	<b>Volunteers</b> may be used to support the work of the school as normal. Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible.				
	<b>Designated safeguarding leads</b> should if possible be provided with more time in the first weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to social care and other agencies.				

Catering	Kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food for those eligible for benefits-related free school meals or universal infant free school meals.				
	LTS or City Catering to discuss their risk assessment with the school.				
	Where catering is provided on site, where possible food served or displayed should be individually wrapped to avoid contamination. Touching multiple items before making final selection should be discouraged. Food displays should be protected against contamination by coughing, sneezing, etc).				
	Any cutlery provided should be handed out by staff wearing gloves or allocated separately to users and not provided in communal storage where users select their own.				
	Hand cleaning facilities or hand sanitiser (alcohol hand gel 60% minimum) should be available at the entrance of any room where people eat and should be used by all persons when entering and leaving the area.				
	Discuss with in-house catering team how to keep to social distancing in the dining room. Throughout meal service times, social distancing rules in queues; eating and eating are followed. Tables are cleaned between each group. In dining halls each group is to be kept separate from others. Where this is not possible, pupils will have their lunch in their classrooms. Please note that queueing should be well managed and supervised (and avoided if possible).			➤ At lunchtime, pupils can face each other to eat, but for <b>minimal</b> time.-	
	Drinking water fountains are not in use. Students should bring enough water for the day.			➤ Fountains used to refill water bottles can be used if staffed so that pupils simply hold their bottles and one person operates it. ➤	
	Pupils should not carry plates/trays of food/drinks up or down stairs.			➤ Fountains used to refill water bottles can be used if staffed so that pupils simply hold their bottles and one person operates it.	
	All areas used for eating must be thoroughly cleaned at the end of each break and shift, including chairs, door handles, vending machines and payment devices. If continual hygiene cannot be maintained vending machines should be taken out of use.				

Estates	Prior to the reopening for the Advent term, all the usual pre-term building checks are undertaken to make the school safe.				
	Once the school is in operation, it is important to ensure good ventilation for example by opening windows. Table fans may be used.				
	Where safe guarding and security is not adversely affected, all <ul style="list-style-type: none"> <li>• internal doors that are not designated fire doors</li> <li>• fire doors with automatic closers</li> <li>• doors that do not need to be kept closed for security reasons</li> </ul> are left open during the day when building is in operation to reduce the risk of having to touch communal door handles and push plates. External doors and windows are opened to allow additional ventilation, where possible (including offices).			<ul style="list-style-type: none"> <li>➤ Where and when possible, groups will use direct external doors into classrooms to reduce the footfall along corridors and circulation routes</li> </ul>	
	The operational <b>Fire risk assessment</b> should be reviewed and appropriate controls put in place.			<ul style="list-style-type: none"> <li>➤ Make sure that all staff is aware of the new evacuation plan.</li> <li>➤ All new evacuation plans need to be shared with the Central Team. Please e-mail to Antoinette.</li> </ul>	
	The centralised ventilation system that removes and circulates air to different rooms is turned off.			<ul style="list-style-type: none"> <li>➤ Make sure that all staff is aware of the new evacuation plan.</li> <li>➤ All new evacuation plans need to be shared with the Central Team. Please e-mail to Antoinette.</li> </ul>	
	Where lifts are available, these are only to be used by one person at a time (unless unavoidable – i.e. accompanying a child for specific SEN reasons, where the level of contact/risk will dictate the control measures taken). Lift touch points to be cleaned after each use. Hands are to be washed after using the lift.				
	If it is necessary to evacuate the building because of an imminent risk or emergency (e.g. fire drill) than social distancing should be abandoned in order to best mitigate risk and best protect the wellbeing of pupils and staff. Where ever possible keep social distance in mind while lining up outside.				

	<b>Personal Emergency Evacuation Plans (PEEP)</b> are reviewed and in place for pupils/staff who need assistance to evacuate the building.				
Educational visits	From the Advent term, schools can resume <b>non-overnight</b> domestic educational visits. This should be done in line with protective measures, such as keeping children within their bubble. Seating plan for must be retained for busses.				
	The government continues to advise against domestic (UK) overnight and overseas educational visit at this stage.				
	As normal schools should upload their trip information on EVOLVE and undertake a full and thorough risk assessments in relation to all educational visits. Any questions contact <a href="#">Alison Latymer</a> at DCC.				
Uniform	Schools should return to their usual uniform policies in the Advent term.				
	Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.				
Extra-curricular provision	Schools should consider resuming any wrap around care where possible. This could build up over time.			➤ Wrap around care does not have to start from day 1; it can be built up over the first few weeks.	
	Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their bubbles were possible. If not possible, schools should use small consistent groups. Make sure a record of groups is kept.				
	As with physical activity during the school day, contact sports should not take place.				
<b>SECTION 3</b> Music	Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example <ul style="list-style-type: none"> <li>• physical distancing</li> <li>• playing outside wherever possible,</li> <li>• limiting group sizes to no more than 15</li> <li>• positioning pupils back-to-back or side-to-side</li> <li>• avoid sharing instruments</li> <li>• ensuring good ventilation</li> </ul>			➤ Further detailed DfE guidance will be published.	

	Singing, wind and brass playing should not take place in larger groups such as school choirs, or school assemblies.			
PE	<p>Schools have the flexibility to decide how physical education will be provided whilst following the measures in their system of controls.</p> <ul style="list-style-type: none"> <li>• pupils kept in consistent groups</li> <li>• sports equipment thoroughly cleaned between each use by different groups</li> <li>• contact sports avoided (for example rugby/football/netball/basketball/hockey)</li> <li>• outdoor sports prioritised where possible</li> <li>• using indoor spaces maximising distancing between pupils</li> <li>• scrupulous attention to cleaning and hygiene</li> </ul> <p>ensure enough tissues available for good respiratory hygiene</p>			<p>Specific guidance on sports can be obtained from <a href="https://www.afpe.org.uk/">https://www.afpe.org.uk/</a></p>
	<p><b>Changing areas:</b></p> <ul style="list-style-type: none"> <li>• If used, should be cleaned after every lesson (wiping surfaces)</li> <li>• Make sure that there is sufficient standard cleaning equipment available</li> <li>• Social distancing (one bubble = one class for KS3)</li> <li>• Do not use showers</li> </ul>			<p>If cleaning between groups cannot be achieved, consider pupils wearing their PE kit all day.</p>
	<ul style="list-style-type: none"> <li>• Schools are able to work with <b>external coaches</b> where they are satisfied that this is safe to do. Arrangements are in place for any externally employed adults delivering learning in school e.g. sports coaches, music tutors, forest school leaders with protocols and expectations shared.</li> </ul>			
	<p>There is no guidance for <b>swimming lessons</b> yet. Swimming pools are currently closed in Leicester.</p>			
Pupil wellbeing	<p>Pupils may be experiencing a variety of emotions in response to the coronavirus outbreak. It is important to contextualise these feelings as normal responses to an abnormal situation. Others will not be experiencing any challenges and will be keen and ready to return to school.</p>			<p>➤ Schools can contact Joe Dawson for help.</p>
	<p>Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:</p>			

	<ul style="list-style-type: none"> <li>support the rebuilding of friendships and social engagement</li> <li>address and equip pupils to respond to issues linked to coronavirus</li> </ul> <p>support pupils with approaches to improve their physical and mental wellbeing</p>				
	<ul style="list-style-type: none"> <li>Schools should provide more focused pastoral support where issues are identified that individual pupils may need help with.</li> </ul>			Enhance Pastoral Support and Chaplaincy	space to allow for group work
First aid provision	First aider numbers & locations may need to be reviewed to ensure appropriate cover is maintained.				
	Adequate social distancing of 2m separation is to be maintained at all times when direct physical contact is not necessary.				
	When physical contact is necessary PPE appropriate to the level of risk is to be worn.				
	Upon completion of first aid, thoroughly wash & dry the hands and any points of contact, and clean & disinfect the affected area.				
Behaviour expectations	School leaders should consider updating their behaviour policies with any new rules/policies, and consider how to communicate rules clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour.				
	Schools should set out consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules.				
	Schools should also consider how to build new expectations into their rewards system.				
Home Visits	Home visits are only undertaken if it is absolutely necessary.				
	Staff will use their own vehicle to get to the visit and once they arrive, they will knock on the door and step back to maintain social distancing.				
	Staff will consider whether it is possible to have a conversation with parents and pupils via an open window.				

	Lone working risk assessments/procedures are adhered to at all times when undertaking home visits e.g. buddy systems, regular telephone contact with school.				
<b>SECTION 4</b> Exams	The centre that entered the students for the summer series are expected to enter them in the autumn series and have overall responsibility for ensuring that they have somewhere appropriate to sit their exams.				Ofqual will provide further information on this.
<b>SECTION 5</b> Contingency planning	Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, schools are expected to have the capacity to offer immediate remote education (blended learning).				<ul style="list-style-type: none"> <li>➤ More information from the DfE in the Advent term to what remote education should be provided.</li> <li>➤ Schools could consider using some of their catch-up funding on remote resources in line with access to technology section of the <a href="#">EEF's Covid-19 support guide for schools.</a></li> <li>➤ Curriculum maps for key subjects for year groups from reception to year 9 will be published in July.</li> <li>➤ Oak national Academy will make available video lessons covering the entire national curriculum, available to any school for free.</li> <li>➤ Oak National Academy also has specialist content for pupils with SEND.</li> </ul> <p>Help and support on effective use of tech for remote education can be accessed through the <a href="#">EdTech Demonstrator Programme.</a></p>
	Staffing roles and responsibilities with regards to the contingency of remote provision alongside in-school provision has been agreed and communicated.				<ul style="list-style-type: none"> <li>➤ More information from the DfE in the Advent term to what remote education should be provided.</li> <li>➤ Schools could consider using some of their catch-up funding on remote resources in line with access to technology section of the <a href="#">EEF's Covid-19 support guide for schools.</a></li> <li>➤ Curriculum maps for key subjects for year groups from reception to year 9 will be published in July.</li> <li>➤ Oak national Academy will make available video lessons covering the entire national curriculum, available to any school for free.</li> </ul>



				<p>➤ Oak National Academy also has specialist content for pupils with SEND.</p> <p>Help and support on effective use of tech for remote education can be accessed through the <a href="#">EdTech Demonstrator Programme</a>.</p>	
	<p>In developing contingency plans schools should:</p> <ul style="list-style-type: none"> <li>• use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos linked to the school's curriculum expectations</li> <li>• give access to high quality remote education resources</li> <li>• select online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use</li> <li>• provide printed resources for pupils who so not have suitable online access</li> <li>• recognise that younger pupils and pupils with SEND may not be able to access remote education without adult support</li> </ul>				
	<p>When teaching pupils remotely, schools are expected to:</p> <ul style="list-style-type: none"> <li>• set assignments for meaningful and ambitious work each day in a number of different subjects</li> <li>• teach a planned and well-sequenced curriculum</li> <li>• provide frequent, clear explanations of new content, delivered by a teacher in school or through high quality resource or videos.</li> <li>• set a clear expectation on how regularly teachers will check work</li> <li>• enable teacher to adjust pace or difficulty of what is being taught in response to questions or assessments</li> <li>• plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers</li> </ul>				
	<p>Schools should avoid an over-reliance on long-term project or internet research activities.</p>				