

Waverton Community Primary School Recovery Plan and Risk Assessment for School Re-Opening March 2021

Our aims and decision making will be guided by two clear questions:

1. What is the best support that we can provide for our school community?
2. How do we ensure the highest standards of safety?

As we move forwards these simple questions will guide and inform all our decision making. **We will not implement any plan unless we are convinced that it is the right thing to do and we can do it safely. There is not a 'trade-off'.**

This plan has been developed using the following **key principles**.

1. **We believe that it is essential that schools reopen for children when it is safe.** Reports from [UNICEF](#) and [Chartered College of Teaching](#) (amongst others) highlight the damage that school closures will have on the futures of our children. The implications for their well-being and future prosperity is significant. This risk is much higher for our most vulnerable children.
2. **Our school must only open when we are advised that it is safe to do so.** The decision to reopen will be based on announcements from the government supported by Public Health England
3. **Safety plan must be constantly reviewed.** It must be a working document. That is our internal responsibility. Government and Public Health England have also stated that this will be kept under constant review using their 5 step Covid Alert Levels. We are also asking council and public health England to raise any local issues.
4. **Safety of pupils, staff and our community must be considered at all stages.** We must have a plan that aims for safety for all.

Overarching Guidance for leaders and governors.

1. Principles outlined above must be evident in all decision making. Our overall aim is to ensure that our decision making is calm and informed.
2. We will be decisive in our decision making. Our community must expect us to respond clearly and with urgency to any safety issues raised. This must include clear 'whistle blowing' procedures.
3. Senior leaders and governors must consider all the advice made available to them. This includes updated guidance for schools from Department of Education:

<https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>.

4. Excellent communication must be evident throughout the planning and implementation of our safety plans. We will work with all staff and welcome input from local authority trade associations.

Level	Description	Action
5	As level 4 and there is a material risk of healthcare services being overwhelmed	Social distancing measures increase from today's level
4	A COVID-19 epidemic is in general circulation; transmission is high or rising exponentially	Current social distancing measures and restrictions
3	A COVID-19 epidemic is in general circulation	Gradual relaxing of restrictions and social distancing measures
2	COVID-19 is present in the UK, but the number of cases and transmission is low	No or minimal social distancing measures; enhanced testing, tracing, monitoring and screening
1	COVID-19 is not known to be present in the UK	Routine international monitoring

STAY ALERT • CONTROL THE VIRUS • SAVE LIVES

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Rationale:

This plan will aim to ensure that we safeguard our community by:

- Always being alert to risk
- Reducing risk through effective organisation and controls.
- Reducing transmission risk by limiting interactions within the school community.

As we look to re-open we will use the class bubble model. The model will be applied more rigidly to reduce risk.

Simple plan is:

- Our children will be placed in whole class bubbles. They will spend their school day in their bubble. They will see other children and staff but they will live and learn in their bubble. Bubble will be a 'safety bubble' approach. We are not stating that children are in quarantine.
- Their bubble will have allocated staff for teaching and lunchtime supervision. This will reduce the possibility of contraction and transmission.
- Some bubbles may be allocated more than one member of staff.
- In their bubble, everybody will apply the best standards of care that we can. We will have a detailed a rigorous cleaning plan.
- We have a simple model with three clear messages that our children can apply.
 1. **Stay Clean.** We wash our hands regularly and use the hand sanitisers provided.
 2. **Be Hygienic** Put tissues in bin. Keep hands off each other and your face. Cough into sleeve or tissue etc.
 3. **Keep a Safe Distance.** Viruses travel. We can stop them moving by keeping a safe distance

In all education, childcare and social care settings, preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions must be employed to control transmissions.

These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced. These include:

- 1) **Enforcing requirement** that individuals who have coronavirus symptoms, or who have someone in their household who does, do not attend school. Minimising contact with people who are unwell is a key step to promoting safety.
- 2) **Robust hand hygiene routines** -Cleaning hands more often than usual - wash 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 and wrists are covered
- 3) **Robust respiratory hygiene routines**- promote the 'catch it, bin it, kill it' approach
- 4) **Excellent Cleaning standards** - frequently touched surfaces often using standard products, such as detergents like Enzyguard (Pink Spray bottles)
- 5) **Minimising contact** and mixing by altering, as much as possible, the environment (such as classroom layout – forward facing where possible) and timetables (such as staggered break times)
- 6) **Active Engagement with NHS Test and Trace.** This allows us to manage suspected illness quickly and ensure that those at risk are contained as fast as possible

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Overcoming Challenges

Achieving the aims outlined above present many challenges. They include:

- Each bubble will need a classroom
- Each bubble will need at least one member of staff to teach and care for the children.
- Separate play space and play time for bubbles.
- Restricting adults on site and maintaining adult social distancing is absolutely crucial in our safety plan.

This means that parents and children will have to adapt to being dropped off and collected at different points to what they are used to. It also means that our year groups will have different start and finish times so we can maintain adult social distancing and safely hand over the children.

- **Implications for before and after school care.**

There is some leeway in guidance to allow for before and after school care as it states that it isn't " ...an all or nothing approach". However, we won't be able to operate from the Scout Hut at this time due to the problems of sharing with the pre-school and the problems with cleaning and handover. The club will operate from the school hall which will be segregated into seven separated areas to match those of the school bubbles.

We will launch this safety plan reopen part of the school on Monday 8th March 2021.

Minimising Adult Interaction

Restricting adults on site and maintaining adult social distancing is absolutely crucial in our safety plan. This means that parents and children will have to adapt to being dropped off and collected at the school gates or drop off zones within the school. It also means that our year groups will have different start and finish times so we can maintain adult social distancing and safely hand over the children.

We will stagger entrance and leaving time to the school to minimise interactions and promote essential adult social distancing.

Parents will only be allowed to visit the school for essential purposes such as to leave medication or to pick up a child who is unwell etc.

We will clean the office foyer after this point.

If a child is late they will enter the premises via the main office

Contact with school can still be made via telephone or email: 01244 268985 / admin@waverton.cheshire.sch.uk

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School Plan for Start and End of Day

Start of Day Arrangements – Reception

Reception enter via **Common Lane entrance** and should be dropped off and picked up at the **wooden gate by the reception play area** at the allotted times. The class teacher will be there to meet the children. Parents will not be allowed beyond the gate and should social distance.

Children should arrive at school on time to avoid compromising the safety of the bubble model.

Whilst waiting for school to open, parents should wait in line and maintain social distancing.

Start of day: 9 am

End of day: 3 pm

Start of Day Arrangements – Year 1

Year 1 enter via **Common Lane entrance** and should be dropped off and picked up at the **wooden gate by the reception play area** at the allotted times. The class teacher/teaching assistant will be there to meet the children. Parents will not be allowed beyond the gate and should social distance. Children should arrive at school on time to avoid compromising the safety of the bubble model.

Whilst waiting for school to open, parents should wait in line and maintain social distancing.

Start of day: 8.45am

End of day: 2.45pm

Start of Day Arrangements – Year 2

Year 2 class children should arrive via **Eggbridge Lane Gate** and enter main playground. Drop off point at the end of the ball area.

Children should arrive at school on time to avoid compromising the safety of the bubble model.

Whilst waiting for school to open, parents should wait in line and maintain social distancing.

Start of day: 9am

End of day: 3pm

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Start of Day Arrangements – Year 3

Year 3 class enter via the **Village Hall gate**. The drop off point will be at the top of the paved slope next to the bike racks

Children should arrive at school on time.

Whilst waiting for school to open, parents should wait in line and maintain social distancing.

Start of day: 8.45am

End of day: 3.10pm

Start of Day Arrangements – Year 4

Year 4 class enter via the **Village Hall gate**. The drop off point will be at the top of the paved slope next to the bike racks

Children should arrive at school on time.

Whilst waiting for school to open, parents should maintain social distancing

Start of day: 9.05am

End of day: 3.30pm

Start of Day Arrangements – Year 5

Year 5 class enter via the **Village Hall gate**. The drop off point will be at the top of the paved slope next to the bike racks

Children should arrive at school on time.

Whilst waiting for school to open, parents should maintain social distancing

Start of day: 8.55am

End of day: 3.20pm

Start of Day Arrangements – Year 6

Year 6 children enter via **Egg Bridge Lane entrance**. Parents will not be allowed beyond the gate and should social distance.

Children should arrive at school on time.

Whilst waiting for school to open, parents should maintain social distancing

Start of day: 8.45am

End of day: 3.10pm

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School Timetable

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enter School/Start of Day	9-3pm	8.45-2.45pm	9am-3pm	8.45am-3.10pm	9.05am-3.30pm	8.55am-3.20pm	8.45am-3.10pm
Entrance	Reception Gate	Reception Gate	Egg Bridge Lane Gate	Village Hall Gate	Village Hall Gate	Village Hall Gate	Egg Bridge Lane Gate
Play Time in Allocated Zones	10.15-10.35	10.10-10.30	10.15-10.35am	10.10 – 10.25 am	10.30-10.45am	10.20-10.35 am	10.15 -10.30am
Designated area	End of playground/tyre park/butterfly garden	Year 1 area	½ main playground inc stage and sheltered area	Trail –down to VH gate and section of connected field	Bottom of field by outdoor classroom	Ball area and top section play equipment	Main play equipment and front left of field
Lunch	11.55-12.45 (Hall 11.55)	11.45-12.35pm (Hall 11:45)	12.10pm- 1pm (Hall 12.25)	12 – 12.55pm (Hall 12 noon)	12.15-1.10pm (Hall 12.45)	12.05pm-1pm (Hall 12.25)	12.10 – 1.05pm (Hall 12.10)
MDA	CLAIRE	LYNN	KAYLEIGH	HEATHER/JANE	KERRY	MUKTA	SIMON
End of Day	3pm	2.45pm	3pm	3.10pm	3.30pm	3.20pm	3.10pm

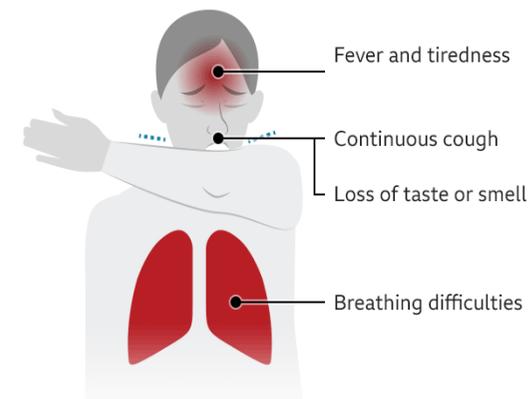
We will create 7 play zone areas that can be easily used for rotas. Different bubbles can play in these zoned areas. We will have clear timetables for this depending on number of bubbles in place.

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Simple Guidance Principles for Staff

1. **Do not come to work if you have coronavirus symptoms** or go home as soon as these develop (informing your manager) and access a test as soon as possible. Testing can be accessed by clicking [here](#). If you are unwell and unable to do this, we can assist. If you are very unwell seek medical support as soon as possible through NHS 111.
2. **If somebody in your house has symptoms, you must not come to work** and arrange to have tests.
3. **Ask any question.** There is a lot of guidance to work through. If you are unsure, please come and talk to ST/CC. Assured staff will make calm and informed choices. We are here to help.
4. **Recognise that you are allowed to be anxious.** We are here to support and guide.
5. **Practise really good hygiene.** You have soap and cleaning materials in your classroom. We have also provided wipes for keyboards, phones etc.
 - Clean your hands and wrists more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered. Must use sanitiser or wash your hands on entry to the building and when you leave.
 - Use the 'catch it, bin it, kill it' approach.
 - Avoid touching your mouth, nose and eyes.
 - Clean frequently touched surfaces often using standard products.
6. **Think about ways to modify your approach** to keep a distance from children as much as possible, whether teaching or not. Avoid close face to face support (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important). Staff should try and maintain a standing distance and communicate from 'side on' position when possible.
7. Children are not in quarantine but teachers may benefit from having **your own zone in a classroom** so you control your contact. You would ask children not to enter this. We can mark out an area with tape that could be a few square meters.
8. **Ensure that cleanliness and hygiene is excellent in your bubble.** Ensure that our children practise our 3 simple steps.
9. **Try and maximise ventilation.** Caretaker will open windows at the beginning of the day to allow free flow of air. Internal door will also be left open and external doors should be opened fully at the end of each session.
10. **Teaching outdoors is still an option but** use only your designated spaces.
11. **Model social distancing.** Staff must demonstrate this. Limit your contact with other staff members, and don't congregate in shared spaces, especially in staffroom and offices.
12. **Wear a face covering at pick up and drop off time at entrance gates , playground drop off points and indoor communal areas (corridors, staffroom, hall, library, offices)**– ensure 2m distance from parents
13. **Come to us if you need PPE.** We have outlined effective use and will provide it if it helps improve safety. We have shown that the incorrect use of PPE can cause significant safety issues – for example problems when removing masks and gloves See DfE guidance [here](#).

Coronavirus: Key symptoms



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Risk Rating	Action Required
17 - 25	Unacceptable – stop activity and make immediate improvements
10 – 16	Tolerable – but look to improve within specified timescale
5 – 9	Adequate – but look to improve at review
1 – 4	Acceptable – no further action but ensure controls are maintained

Likelihood Consequence

- 5 – Very likely 5 – Catastrophic
- 4 – Likely 4 – Major
- 3 – Fairly likely 3 – Moderate
- 2 – Unlikely 2 – Minor
- 1 – Very unlikely 1 – Insignificant

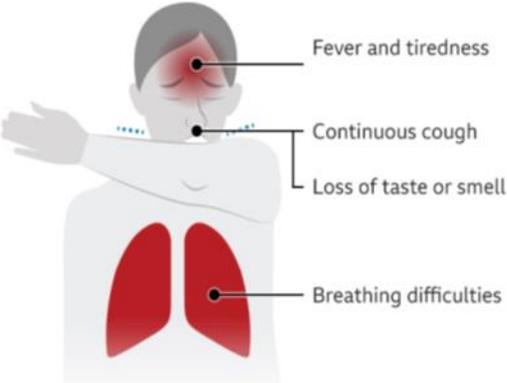
Scoring:

All risk assessments should include scoring - each area should be between 1 -25. Those completing the risk assessment need to be sure that they have scored each area appropriately, and that once the recognised controls are in place the scoring is below 9. Anything above this would require further action.

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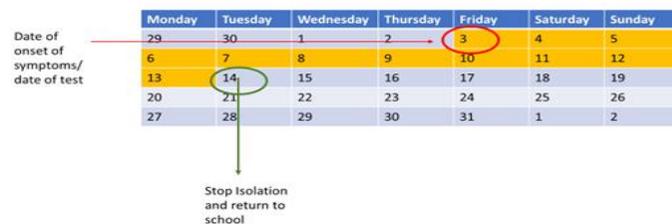
Identified Risk	Control Measures Required for full Re-opening.	DfE Guidance	Notes	RAG RATING
<p>Plan is not successful because staff are unprepared.</p>	<ul style="list-style-type: none"> ▪ Clear communication strategy to equip and enable staff. Led by HT/DHT. Staff able to respond to plan, suggest improvements and seek clarity. ▪ When required direct support to be carried out for staff to ensure their mental and physical health is taken into account. ▪ Staff are supported and workload manageable, including PPA time at home for teaching staff and working from home opportunities for office staff where possible, ▪ No visitors in school unless absolutely necessary (eg emergency repairs /maintenance) ▪ Provided briefings – Week beginning 1st March 	<ul style="list-style-type: none"> ▪ Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful ▪ Extra precautions include wearing masks in communal areas ▪ 		<p>High risk if not followed but control measures are achievable.</p> <p>2 x 3 = 6</p>

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Identified Risk	Control Measures Required for full Re-opening.	DfE Guidance	Notes	RAG RATING
<p>Testing and Identification of Symptom Check In Place to Minimise Impact of Transmission.</p>	<ul style="list-style-type: none"> Contactless thermometers can be used to screen any child/adult with suspected fever Staff and children isolated immediately if showing any key Covid-19 symptoms. Cough, fatigue, fever loss of smell/taste are key indicators. <p style="text-align: center;">Coronavirus: Key symptoms</p>  <p>Isolation Rooms in case of medical incident.</p> <ul style="list-style-type: none"> Learning Zone In lobby area by Rhino <ul style="list-style-type: none"> Isolate with compassion if symptoms are apparent. Parents to be called and children to be sent home as soon as possible if they develop symptoms. PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained Parents should seek a test using the 111 coronavirus helpline service. Any member of staff displaying symptoms must get tested Strictly apply 10 days self isolation if symptoms evident to somebody in your family. Unless test prove otherwise. <p>How long does self-isolation last?</p> <ul style="list-style-type: none"> If a child or staff member is a confirmed case they must not leave home for 10 days from the onset of symptoms or the date of test if they have no symptoms. The isolation period includes the day their 	<ul style="list-style-type: none"> Making sure that children and young people do not attend if they or a member of their household has symptoms of coronavirus. Where the child, young person or staff member tests positive school will contact the local health protection team. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person when they were infectious <p>DfE States: The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see section 5 of system of control for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome. A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others. Household members of</p>		<p>High risk if not followed but control measures are achievable</p> <p>2 x 4 =8</p>

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symptoms started (or the day their test was taken if they do not have symptoms), and the next 10 full days. This means that if, for example, their symptoms started at any time on the 15th of the month (or if they did not have symptoms but their first positive COVID-19 test was taken on the 15th), their isolation period ends at 23:59 hrs on the 25th



- In the event of a positive test school will contact the local health protection team.
- Important to note that as part of the national test and trace programme, if other cases are detected within the child or young person's cohort or in the wider education or childcare setting, Public Health England's local Health Protection Teams will conduct a rapid investigation and will advise schools and other settings on the most appropriate action to take. In some cases, a larger number of other children and young people may be asked to self-isolate at home as a precautionary measure - perhaps the whole class, site or year group.
- Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person when they were infectious.

those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 10-day isolation period they should follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'. They should get a test, and:

- if the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.
- if the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 10-day isolation period). Their household should self-isolate for at least 10 days from when the symptomatic person first had symptoms, following 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' 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.

What does self-isolation mean?
Self-isolation means the child/staff member should

- Not go to school, work or public places
- Not attend any other out of school activities or go around to a friends house

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	<p>Close contact means: A contact is defined as a person who has had contact (see below) at any time from 48 hours before onset of symptoms (or time of test if asymptomatic) to 10 days after onset of symptoms (or test):</p> <ul style="list-style-type: none"> • a person who has had face-to-face contact (within one metre) with someone who has tested positive for coronavirus (COVID-19), including: <ul style="list-style-type: none"> ○ being coughed on, or ○ having a face-to-face conversation, or ○ having skin-to-skin physical contact, or ○ any contact within one metre for one minute or longer without face-to-face contact • a person who has been within 2 metres of someone who has tested positive for coronavirus (COVID-19) for more than 15 minutes (either as a one-off contact, or added up together over 24hrs) • a person who has travelled in a small vehicle <i>with</i> someone who has tested positive for coronavirus (COVID-19) or in a large vehicle <i>near</i> someone who has tested positive for coronavirus (COVID-19) • people who spend significant time in the same household as a person who has tested positive for coronavirus (COVID-19) 	<ul style="list-style-type: none"> • Not use public transport or taxis • Not go out to shop – order it online or ask a friend to bring it to your home • Not have visitors in your home except for people providing essential care • Not go out to exercise – exercise at home or in your garden, if you have one • Inform GP practice or hospital or other healthcare setting that they are self-isolating if they must attend in person 	
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Identified Risk	Control Measures Required for full Re-opening.	DfE Guidance	Notes	RAG RATING
<p>Bubbles Safely Established Within Environment and Staffing Structure</p>	<p>From 8th March will return to school in class size bubbles</p> <ul style="list-style-type: none"> Bubbles will be limited to class size groups pupils and where possible desks arranged so that they are forward facing (Year 2 onwards) Support staff allocated to class groups DH/SENCo organise support staff assignments PPA staff can go between class groups. Timetable will be staggered to manage safe admission and entry of classes. <p>Each class will have allocated lunchtime assistant who will take trolleys of sandwich bags to the hall at the allotted time Hall timetabled to ensure limited number of children eating at the same time Each class has a designated area with partitioning screens in place to separate the tables. Children in years 2,3,4,5,6 sit on one side of table only Tables/seats cleaned between classes where groups are sharing Each MDA supervises serving of lunches, wearing gloves and face covering at the servery. MDA's arrive and leave together with classes Servery sanitised between each class Extra MDA's employed to clean areas between each class Y3, Y4, Y5 Enter and exit hall through side hall door at allotted time under supervision to avoid any mixing</p> <p>Classes will have clear cleanliness controls – including regular cleaning of frequently touched surfaces/switches – sinks available in all classes</p> <ul style="list-style-type: none"> Windows opened first thing in the morning by caretaker - – staff may partially close windows to ensure ambient temperature warm enough to allow children/staff to be comfortable but reopen hourly to allow circulation of fresh air. Leave doors open when children go out to play. <p>https://www.gov.uk/government/news/new-film-shows-importance-of-ventilation-to-reduce-spread-of-covid-19</p> <ul style="list-style-type: none"> Pupils will be able to access other areas in class in a controlled manner with cleaning of areas and equipment. ICT equipment needs to be cleaned between use Two children per double desk. Desks forward facing wherever possible. 	<p>In this guidance, maintaining consistent groups remains important, emphasis on bubbles within their system of controls Keep cohorts together where possible and:</p> <ul style="list-style-type: none"> ensure that children and young people are in the same groups at all times each day, and different groups are not mixed during the day, or on subsequent days ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days, recognising that for PPA cover that movement will be needed across school 		<p>High risk if not followed but control measures are achievable. 2 x 4 =8</p>

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	<ul style="list-style-type: none"> • In reception / year 1 classroom organisation in line with EYFS guidance. • Corridors.... Maintain walking on the left. • Internal doors wedged open at all times including toilet doors (exceptions staff and disabled). • Children discouraged from bringing anything from home that is unnecessary. Only a water bottle/book bag and coat will be required with a lunch box if necessary. • One-way circulation to be implemented for corridors when achievable • Caretaker/HT undertake safety check daily • Contactless thermometers can be used to screen any child with suspected fever. <p>School Offices</p> <ul style="list-style-type: none"> • Closed to pupils – pupils must not be sent on errands to the office • Only one other adult, excluding office staff, allowed in at a time. • PPA room set out as extra office to allow for social distancing between staff. Main office phones /desks/keyboards/mice/computers only used by admin officer and bursar • Perspex screen between desks • Windows opened regularly to allow fresh air flow • Desks must be cleaned with sanitiser between users in PPA room. Sanitiser/cloths/wipes available to staff. • Parents limited access to school highlighted in letter to parents • Encourage deliveries to be dropped off at school entrance. Staff wear mask if delivery has to be signed for. Sanitise after signing <p>Staffroom</p> <ul style="list-style-type: none"> • Social distance at all times – 2 metres apart – maximum 3 staff any time, max 15 minutes • Staff can use the library to have a socially distanced lunch, using sanitiser spray to clean tables and seats after they have finished • Sanitiser available at entrance – soap/water inside • 1 person in kitchen area at any one time • Clean surfaces, cupboard handles/microwave/fridge/sink taps/boiler tap with disinfectant after use • Library cleared so can be used for extra space for staff to eat <p>Masks/face coverings should be worn in communal areas Staff continue to test with LFD's twice a week at home. For most staff this will be on a Sunday and Thursday evening.</p>			
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	<p>WOSC. There is leeway in the guidance to allow for before and after school care to take place, even if this means bring children together from different class “bubbles”. The advice is to keep them separate if possible but it is not an all or nothing approach:</p> <ul style="list-style-type: none"> ▪ The club will operate in 7 separate groups from the school hall ▪ Parents informed of the arrangements and that by their child attending it may mean that the children have a greater chance of having self-isolate Emphasis on separate equipment/separate play areas outside and separate toilets ▪ Club will provide meals ▪ It will operate 7.30am 9.05 and 2.45-pm -6pm ▪ Separate entrances will be used ▪ Staff will social distance from each other at all times ▪ Staff who work during day will supervise same age group before and after school ▪ Emphasis on good hygiene/cleaning ▪ Separate risk assessment prepared with club manager and HT 	<p>From 8 March, you should work to resume all your before and after-school educational activities and wraparound childcare for your pupils, where this provision is necessary to support parents to work, attend education and access medical care, and to support pupil’s wider education and training. We will amend the Health Protection (Coronavirus, Restrictions) (All Tiers) (England) Regulations 2020 to allow for this. Vulnerable children can attend these settings regardless of circumstance.</p> <p>You should advise parents that where they are accessing this provision for their children, that they should only be using this, where:</p> <ul style="list-style-type: none"> • the provision is being offered as part of the school’s educational activities (including catch-up provision) • the provision is to support their child’s efforts to obtain a regulated qualification or meet the entry requirements of an education institution • the use of the provision is reasonably necessary to support them to work, seek work, undertake education or training, attend a medical appointment or address a medical need or attend a support group 	<p>WOSC Survey parents to establish need and work out rotas and timetables.</p> <p>Unfurlough only staff necessary to cover numbers safely</p> <p>Arrange meeting with club manager and subsequent meeting with staff week beginning 1st March</p>	
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Identified Risk	Control Measures Required for full Re-opening.	DfE Guidance	Notes	RAG RATING
<p>Pupils are Safeguarded and Supported with New Class Bubble Model</p>	<p>Vulnerable pupils should attend school. For all purpose vulnerable pupils are defined as those who:</p> <ol style="list-style-type: none"> a. are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child b. have an education, health and care (EHCP) plan whose needs cannot be met safely in the home environment c. have been assessed as otherwise vulnerable by educational providers or local authorities (including children’s social care services), and who are therefore in need of continued education provision - this might include children on the edge of receiving support from children’s social care services, adopted children, or those who are young carers, and others at the provider and local authority discretion <ul style="list-style-type: none"> ▪ Staff hyper-vigilant regarding issues around safeguarding when pupils return. Share any concerns with HT/DHT ▪ Children have simple curriculum model provided for hygiene, cleanliness and social distancing. ▪ Staff will develop classroom protocols including: <ol style="list-style-type: none"> a) Each child will have a tray with key equipment. Wiped and stored at end of day. No personal equipment. b) Water bottles brought into school and taken home at end of each day. c) Non-essential equipment removed. d) All essential equipment that is used is cleaned daily after use. Examples may include numicon, scissors etc. e) Each class will have access to wash basins, soap and detergent. f) Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources. 	<p>Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories</p> <p>For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p>		<p>High risk if not followed but control measures are achievable.</p> <p style="text-align: center;">2 X 4 = 8</p>

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Identified Risk	Control Measures Required for full Re-opening.	DfE Guidance	Notes	RAG RATING
<p>Excellent Safety and Hygiene Secured in the Environment.</p>	<ul style="list-style-type: none"> • Revised behaviour policy will address children who don't follow rules of bubble ▪ Class Bubbles will limit transmission risk across school. ▪ Deep clean of all areas before school recommences. ▪ Daily clean of all surfaces in bubble. Bins regularly emptied. Extra cleaner employed to clean during the day, including toilets. Toilets cleaned 5 times a day – after club am, before lunch, after lunch, at the end of school and after club finishes pm ▪ Classroom storage kept to a minimum to ensure cleaning is carried out fully. Cupboards and storage trays used. Staff clean tables, light switches, handles and taps after lunch and at end of day ▪ coats and bags stored in classrooms where possible (extra cloakroom hooks installed in year 5 classroom). ▪ Hygiene controls will include handwashing with soap/water/sanitiser: <ul style="list-style-type: none"> ✚ On entry ✚ Before break ✚ After Break ✚ Before Lunch ✚ After Lunch ✚ End of Day • All classes can use sinks for hand washing facilities. Sanitisers will be provided for each class. • Extra hand sanitiser stations installed outside every classroom door • All classes will have tissues with bin for catch it, kill it, bin it approach. • All classes and key areas will have washing up liquid, basins and towels to maintain cleanliness. Also have disinfectant wipes for equipment that should not be overly wet such as phones, keyboards, I-pads etc. • All interior doors will be opened to reduce transmission. • All classes will be encouraged to ventilate as much as possible. • Clear signs for all areas including “catch it, bin it,” and hand washing signs. 	<ul style="list-style-type: none"> ▪ Ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. In schools and colleges, you may want to consider seating students at the same desk each day ▪ Outdoor equipment should not be used unless able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read COVID-19: cleaning of non-healthcare settings 		<p>High risk if not followed but plan is achievable.</p> <p>2x 4 = 8</p>

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	<ul style="list-style-type: none"> • Windows open in all classrooms to allow flow of air –caretaker to open on in morning– including all toilets windows • Contractors and visitors will have to read and sign agreement to follow hygiene, cleanliness and social distancing guidance. • Staff leave note on whiteboard for caretaker if running low in cleaning supplies or contact school office <p>Outdoor Space</p> <ul style="list-style-type: none"> ▪ Play zones created for all classes ▪ Classes will remain in designated zones. ▪ Separate small play equipment cleaned by pupils and staff at end of session – kept for class use only in boxes outside classroom ▪ Non –contact activities only – small ball games allowed but should not involve tackling or grappling for the ball ▪ Where lessons and weather permit, learning can take place outside, teachers can use outdoor education wherever suitable. ▪ Outdoor equipment only used by one class throughout week – cleaned at the end of the week. ▪ Children are not to enter the building alone during break time unless for the toilet. After toileting they must go straight back outside, washing hands and sanitising <p>Play areas as designated on timetable above. The play area adjacent to the village hall car park can also be used if field becomes too muddy. The area will be split into two sections –Cones will separate the areas and will be used to block exits.</p> <p>Before using this area:</p> <ul style="list-style-type: none"> • It is checked by caretaker/HT to ensure safe. • Staff will need lanyard to exit and enter gate, First Aid Kit , walkie talkie, play equipment. • All children will need to have coats and have been to the toilet 			
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<p>Making appropriate curriculum choices to minimise risk</p>	<ul style="list-style-type: none"> ▪ Ensured that P.E is, to begin with high levels of physical activity but limited contact. Class to use own set of equipment. All PE lessons will be outside due to current hall arrangements for WOSC. Playground and ball area can be used by all classes (or own areas of the field or separate playground adjacent to village hall car park can also be used) Peripatetic music teaching can resume using system of controls – both providers have completed their own risk assessments Guitars – Mondays Piano – Wednesday and Thursday Music For Life sessions will commence after the Easter break ▪ Continuous provision in EYFS – forward facing desks not conducive to delivering EYFS curriculum ▪ Use of outdoor learning encouraged 	<p>Physical activity in schools</p> <p>Physical activity in schools You have the flexibility to decide how physical education, sport and physical activity will be provided while following the measures in your system of controls. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups. You can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within your own system of controls. For sport provision, outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils, and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sport setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. Where you are considering team sports you should only consider those sports whose national governing bodies have developed guidance under the principles of the government’s guidance on team sport and been approved by the government i.e. sports on the list available at grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events. Competition between different schools should not take place until wider grassroots sport for under 18s is permitted. Refer to:</p>	<p>High Risk if not followed but plan achievable 2x4 -= 8</p>
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		<ul style="list-style-type: none"> • guidance on grassroots sports for public and sport providers, safe provision and facilities, and guidance from Sport England • advice from organisations such as the Association for Physical Education and the Youth Sport Trust • guidance from Swim England on school swimming and water safety lessons available at returning to pools guidance documents • using changing rooms safely <p>You can work with external coaches, clubs and organisations for curricular and extra-curricular activities. You must be satisfied that it is safe to do. Activities such as active miles, making break times and lessons active and encouraging active travel can help pupils to be physically active while encouraging physical distancing.</p> <p>Music, dance and drama in school You should continue teaching music, dance and drama as part of your school curriculum, especially as this builds pupils' confidence and supports their wellbeing. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance or drama takes place. Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, including guidance provided by the DCMS for professionals and non-professionals, available at working safely during coronavirus (COVID-19): performing arts. Schools can continue to engage peripatetic teachers during this period, including staff from music education hubs. Further information on the music education hubs, including contact details for local hubs, is available at music</p>		
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		education hubs published by the Arts Council England. Schools that		
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Identified Risk	Control Measures Required for full Re-opening.	DfE Guidance	Notes	RAG RATING
<p>Safety and welfare of staff</p> <p>Safe Measures are not effective because of lack of understanding by pupils.</p> <p>Pupils and staff are Safeguarded and Supported with New Class and Safety Measures.</p>	<ul style="list-style-type: none"> • Sanitisers on entry and exit • Sanitisers available in all key areas. • Staff will have access to hand washing • Recommend that staff create personal zone in their classroom with tape markers. • Staff given training and guidance on 'safer' teaching approaches such as maintaining standing positions, no face to face contact, feedback from side on position etc. • Welfare facilities are regularly cleaned. • Staff all had training on appropriate hygiene measures. • Sanitiser on wall by door on entry/exit • Toilet areas regularly cleaned for staff • Staff asked not to handle children's books for 24 hours after collecting in • Teachers and staff should make sure they wash their hands and surfaces, before and after handling pupils' books. • Staff lanyards should be be wiped and cleaned regularly. • Staff will have access to PPE. Only be used with safety protocol in place. • Children will not wear PPE as per DfE guidelines it can increase risk of infection because hands are constantly touching their face. • Grab bags for PPE in first aid/intimate care. • Kitchen staff will use distance at serving counter to maintain safety distance. • Adult interaction is highest risk: <ul style="list-style-type: none"> ○ Office staff will separate office to maintain adult social distancing or Perspex screen between desks. ○ Space controlled in staffrooms to maintain social distancing. ○ Staff should model social distancing at all times. ○ Limited allowance for other adults to visit the school. Includes limiting parents. ○ Staff wear masks /face coverings in communal areas (corridors, library, staffroom) ○ Staff socially distance from each other including in classroom where possible (wear a face covering if not possible) 	<ul style="list-style-type: none"> ▪ 6. Where necessary, wear appropriate personal protective equipment (PPE) ▪ The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including: <ul style="list-style-type: none"> ▪ where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained ▪ where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used ▪ Read the guidance on safe working in education, childcare and children's social care for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it. 		<p>High risk if not followed but plan is achievable</p> <p style="text-align: center;">2 x 4 = 8</p>

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	<p>Clear protocols in place to ensure safe entry collection of pupils without compromising social distancing.</p> <ul style="list-style-type: none"> • Risk assessments will be reviewed at planning stage and then weekly by HT • Staff meetings maintained remotely or in school hall if social distancing can be done safely. Minimise contact. 			
Identified Risk	Control Measures Required for Phased Re-opening.	DfE Guidance	Notes	RAG RATING
<p>Movement-Parents.</p> <p>Adult social distancing is vital.</p>	<ul style="list-style-type: none"> ▪ Parents should not enter the school building under any circumstances unless collecting a child who is unwell or drop off medication. ▪ Clear staggered plans for beginning and end to school day. Only one parent should drop off and collect children. ▪ Location for class drop off / collection identified. Parents advised to maintain social distancing. ▪ School staff only zones for teachers to stand in and release pupils. ▪ Communication expectations established for families – contact school office via telephone or email <p>All visitors should be by appointment only and through agreement with Headteacher, including all contractors, peripatetic music, sports coaches, supply staff, medical professionals, educational psychology service, students</p> <p>Following advice from CWaC PHE all visitors to the school site need to wear a mask</p> <ul style="list-style-type: none"> ▪ Follow all social distancing rules as stipulated. Sanitise on arrival. Sign in using Entry Sign system and collect sanitised visitor badge as required. Met by HT on first visit to communicate risk assessment and answer questions, establish scope of visit and designated areas of work. ▪ No visitors to school at this time unless absolutely necessary – eg emergency repair work/maintenance/essential IT work ▪ If necessary to be on site IT technician can work in library area or the school hall. Sanitiser available for use before and after working on school equipment. Gloves also available. Where possible staff should bring IT equipment to library if there are issues. Staff should email technician with issues beforehand if possible. Masks must be worn <p>Parents will only be allowed to visit the school for essential purposes such as leave medication or to pick up a child who is ill . We will clean the office foyer after this point.</p>	<ul style="list-style-type: none"> ▪ encouraging parents and children and young people to walk or cycle to their education setting where possible <p>Individual lessons in music, dance and drama can resume in schools, FE colleges and organisations providing out of school childcare. This may mean teachers interacting with pupils from multiple groups, so you will need to take particular care, in line with the measures set out above on peripatetic teachers. If there is no viable alternative, music lessons in private homes can resume, following the same guidelines, and additionally following the government guidance for working in homes, and the guidance for out-of-school provision.</p>		<p>High risk if not followed but plan is achievable</p> <p>•</p> <p>1 x 4 = 4</p>

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	<p>If a child is late they will enter the premises on their own via the main entrance. A member of office team will ensure the children reach their group safely</p>			
<p>Working Hours Controlled for safety at work. Includes access to building</p>	<ul style="list-style-type: none"> ▪ Staff should only enter the school site between 7.30am and 6pm. ▪ Sanitise/wash hands on arrival and when leaving the building ▪ Exception made for caretaker HT/DHT only. ▪ Extra cleaning in middle of day ▪ Caretaker on site between 7.30 – 9.30 and 2.30pm to 8pm ▪ HT will be able to visit all bubbles throughout the day for short periods only – maintaining social distance ▪ No manual signing in. Use their lanyard. ▪ Extensive suite of mental health and well-being services available for all staff – contact ST/CC for signposting and further help if needed 	<p>Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process. All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school.</p>	<p>Check caretaker hours with cleaning company</p>	<p>High risk if not followed but plan is achievable</p> <p>·</p> <p>2 x 4 = 8</p>
<p>Toilet Facilities Guidance</p>	<ul style="list-style-type: none"> ▪ Pupils should only enter two at a time into toilets and where possible stand at 2 metres apart when washing their hands. ▪ Different classroom bubble pupils do not mix in the toilets at same time. Most visits will be in allocated bubbles. ▪ For younger children adult should accompany pupil to toilet to support management of hand washing and ensure distancing, ▪ Door wedges can be used to keep the doors semi open to ensure privacy but keep ventilation. ▪ Windows to be opened in toilets at beginning of day ▪ Toilets cleaned 5 times a day – after club am, before lunch, after lunch, at the end of school and after club finishes pm 	<p>Ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time</p> <p>Different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.</p>		<p>High risk if not followed but plan is achievable</p> <p>·</p> <p>2 x 4 = 8</p>

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Identified Risk	Control Measures Required for Phased Re-opening.	DfE Guidance	Notes	RAG RATING
First Aid	<ul style="list-style-type: none"> ▪ PPE should be worn (gloves and masks/visors) when dealing with a first aid incident. ▪ First aid safety packs, guidance and appropriate training for nominated staff already in place. ▪ First aid packs available in all classrooms ▪ Individual teachers / middays should administer basic first aid in the first instance. ▪ Serious injuries should be seen by a fully trained first aider. ▪ Vomit is required to be cleaned up as soon after incident as possible (PPE to be worn). PPE pack in First Aid room ▪ Staff to radio for a first aider to attend an outside incident if serious – eg call “ first aider required in year 4 area outside” ▪ Accident record books in FA box in every classroom – HT to monitor 	<ul style="list-style-type: none"> ▪ Clear guidance on infection control provided. 		<p>High risk if not followed but plan is achievable</p> <p style="text-align: center;">2 x 4 = 8</p>
Excellent Safety and Hygiene Must Be Secured in the Environment	<p>Cleaning</p> <ul style="list-style-type: none"> ▪ Toilets will be cleaned after breakfast club, before lunchtime after lunchtime, before after school club starts and after all children have gone home by additional cleaner, lunchtime staff or caretaker ▪ Tables and contact points must be cleaned lunch time and end of day. ▪ Equipment that has been used (and that can be cleaned) should be identified by the teacher at the end of the day to the cleaner (message on whiteboard) so that those objects can be disinfected. ▪ No toys can be brought from home. ▪ Resources that cannot be cleaned according to the instructions must be packed away until after the CO-VID-19 epidemic is over. ▪ Tablets should be wiped several times daily and between use. If possible, avoid children sharing tablets. Staff to bring to charger station outside staffroom when required. ▪ Contact points should be cleaned by cleaner at least once daily, including taps, toilet flushes, toilet seats, table surfaces, door handles, handrails, armrests, light switches etc. However, staff will be required to clean surfaces and touch points when used. ▪ Bins must be emptied before they are full and at least once daily. ▪ Caretaker/cleaner to wear long gloves/mask for flushing toilets an. ▪ Milton to be used to clean items which cannot be done with soap which then is place in large container provided 	<ul style="list-style-type: none"> ▪ discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this ▪ follow the COVID-19: cleaning of non-healthcare settings guidance ▪ ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments ▪ clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal 	<p>COSHH rules regarding bleach/cleani ng fluids</p> <p>Outdoor sinks available for reception class outdoor area and outside the year 1 classroom</p> <p>Hand sanitisers attached to walls outside</p>	<p>High risk if not followed but plan is achievable</p> <p style="text-align: center;">2 x 4 = 8</p>

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	<ul style="list-style-type: none"> ▪ Communication from teacher to caretaker should be left on the whiteboard in the classroom area at the end of each day. ▪ Main offices desks, phones/keyboards/photocopier cleaned using antibacterial spray/wipes <p>Classrooms</p> <ul style="list-style-type: none"> ▪ Malleable resources, such as play dough, should not be shared and consideration should be given to their safe use, depending on circumstances. Resources for activities such as painting, sticking, cutting, small world play, indoor and outdoor construction activities should be washed before and after use and where possible, children should be discouraged from sharing these. ▪ Children should be taught to wash their hands frequently, but particularly after using wheeled bikes, trikes and other large, movable toys. Children should be encouraged where possible not to touch their faces or to put objects in their mouths. Sharing stories, singing and playing outdoor games will help all children to socialise and resettle into familiar everyday classroom routines. ▪ All desks should be sprayed/ wiped at beginning and end of day ▪ Teachers should have a spray bottle and cloths (disposable) ▪ Any objects the children touch should be disinfected once use has finished. • All staff have basic training on cleaning standards – including use of disinfectant spray bottles – spray onto surface and leave on for 30 seconds before wiping with clean cloth • If any child struggles with hygiene measures due to SEND needs, school will work on a risk assessment to mitigate risk to others. 	<p>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:</p> <ul style="list-style-type: none"> • whether the school has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly • supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative • building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow 	<p>all classrooms</p> <p>Ensure caretaker is aware of cleaning procedures and has appropriate PPE</p> <p>MDA's basic cleaning training</p>	
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Identified Risk	Control Measures Required for Phased Re-opening.	DfE Guidance	Notes	RAG RATING
<p>Premises Checks Maintained for Essential Safety (outside Covid-19)</p>	<p>Cold water systems - including tanks, sinks/basins/showers and drinking water outlets (taps and water fountains)</p> <ul style="list-style-type: none"> ▪ Increase frequency of outlet flushing and temperature monitoring to maintain water quality within the entire system. If required, consider additional water quality testing at water outlets (closest and further from the main water source) Drinking fountains closed off ▪ Domestic hot water services – including calorifiers/direct fired water heaters/ sinks/ basins/ showers ▪ Hot water generation servicing to continue in line with manufacturers’ criteria. ▪ Water temperatures must be kept within limits recommended for the control of legionella bacteria in water systems. ▪ Regularly check hot water generation for functionality and if required, temperature recording ▪ If the hot water system has been left operational the hot water should be circulating as normal and regular checks, in line with guidance, should be carried out. ▪ Review and if necessary, update fire management plans and ensure any changes to fire escape routes are clearly identified and communicated. ▪ Carry out weekly checks of alarms systems, call points, and emergency lighting. ▪ Carry out regular hazard spotting to identify escape route obstructions. ▪ Check that all fire doors are operational. <p>Security</p> <ul style="list-style-type: none"> ▪ All areas of the school should be kept secure. ▪ Check that access control systems are operational. ▪ Maintenance checks continue <p>Ventilation</p> <ul style="list-style-type: none"> ▪ Where possible, occupied room windows should be open including the library. <p>Other points to consider</p> <ul style="list-style-type: none"> ▪ Core building-related electrical systems, including internal and external lighting, small power, CCTV, access control and alarm 	<ul style="list-style-type: none"> ▪ During partial or full closure, educational settings continue to be responsible for a range of health and safety measures and statutory compliance. See DfE Good Estate Management for Schools Health and Safety page - https://www.gov.uk/guidance/good-estate-management-for-schools/health-and-safety <p>For reference, use the Approved Code of Practice & HSG 274 for hot water.</p> <p>We do not consider it necessary for schools to make significant adaptations to their site to enable them to welcome all children back to school. We also do not think schools will need to deliver any of their education on other sites (such as community centres / village halls) because class sizes can return to normal and spaces used by more than one class or group can be cleaned between use. Following a risk assessment, some schools may determine that small adaptations to their site are required, such as additional wash basins. This will be at the discretion of individual schools, based on their particular circumstances. It is important that, prior to reopening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe. If buildings have been</p>	<p>Discuss with caretaker and monitor that checks are taking place</p>	<p>High risk if not followed but plan is achievable.</p> <p>2 x 4 = 8</p>

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	<p>systems (fire, intruder, panic and accessible toilets) to remain in use/energised in normal operating mode.</p> <ul style="list-style-type: none"> ▪ Update key holder information. ▪ Intruder alarm / lift/ fire alarm companies often have remote monitoring stations (response centres) – follow advice from these providers. 	<p>closed or had reduced occupancy during the coronavirus (COVID-19) outbreak, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires’ disease. Advice on this can be found in the guidance on Legionella risks during the coronavirus outbreak. Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services</p>	<p>Fire Drill before end of term. Fire evacuation points :</p> <p>KS1 ball area KS2 main playground</p>	
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<p>Shielding and clinically vulnerable children and adults.</p>	<ul style="list-style-type: none"> ▪ School to contact parents of all children who are known to be shielding to discuss plans for their return in line with guidance ▪ Parents to provide information from specialist health care professional if children still need to remain shielded ▪ Plans updated to support children with home learning should shielding continue to be necessary ▪ Staff member who was shielding now returned to work ▪ Extra PPE including face shields available for close one to one supervision ▪ Ensure that we review need for shielding for these staff if there are local or national restrictions. 	<p>Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education. Schools should monitor engagement with this activity (as set out in the section below). Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. We expect this will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall. Advice for those who are clinically-vulnerable, including pregnant women, is available. Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised to stay at home from January 4th. Advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19. School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.</p>		<p>High risk if not followed but plan is achievable.</p> <p>1 x 5 = 5</p>
<p>Dispensing medicines to children</p>	<ul style="list-style-type: none"> ▪ Staff able to dispense medicines as usual to pupils with health care plans - PPE provided in First Aid room – including masks, gloves, aprons, visors ▪ Reassure children ▪ Care taken when removing PPE ▪ Hand washing immediately after removing dispensing medicines ▪ Where possible use open area like the school hall or classroom, respecting privacy ▪ Record as usual 			<p>Low risk 1 x 3</p>

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Being Prepared to manage in event of local or national Covid-19 restrictions.	<ul style="list-style-type: none"> • Arrange for key worker children and vulnerable pupils to attend • Ensured online learning systems in place with staff training for all year groups, including G-Suite and Seesaw • These will be used in school, so children are familiar. We will use school website class pages, Whiterose maths resources, Google Classroom. Link to Oak Academy resources, BBC Online resources etc. • Provide printed resources if needed for pupils. 	<p>In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of key workers and providing remote education for all other pupils.</p>		Low risk Measures in place 1x1
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Identified Risk	Control Measures Required for full Re-opening.	DfE Guidance	Notes	RAG RATING
Groups of children using the school hall at the same time	<p>Lunchtime arrangements from March 8th 2021</p> <p>Organisation</p> <ul style="list-style-type: none"> • The hall is split into four zones with each class allocated a zone (• Zones are created using portable screens to separate each group while they are eating • No contact between groups within the hall – separate arrival and leaving times • Each child has their own allocated seat. Children wash/sanitise hands before and after entering the hall. • Windows opened to allow free flow of air <p>Serving</p> <ul style="list-style-type: none"> • School Catering lead will operate the touch screen for children. • Children will be called up a few children at a time to the serving hatch. • Only children from the same class will line up at any one time. • MDA will sanitise hands and use gloves before putting trays and cutlery onto servery for children. • Serving hatch and screen will be cleaned between each group. MDA and serving staff will wear face coverings 	<ul style="list-style-type: none"> ▪ https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools 		<p>High risk if not followed but control measures are achievable.</p> <p>2 x 3 = 6</p>

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Timetable

Year Group	Lunchtime	Hall time	Zone	MDA
Rec	11:55 – 12:50	11:55	A	Claire
1	11:45 – 12:40	11:45	B	Lynn
2	12:10 -1:05	12:30	A	Kayleigh
3	12-1pm	12:00	C	Heather
4	12:15pm – 1:10pm	12:45	B/D	Kerry
5	12.05pm- 1pm	12:30	C	Mukta
6	12.10pm- 1.05pm	12:10	B/D	Simon

- All year group bubbles come in at allotted time with MDA
- The children within each class go out as whole group with MDA. Pack lunch trolleys delivered to the hall at the beginning of the day and put into Zone D. All children will need to bring a water bottle with them.

Staffing

- Two lunchtime staff will remain in the hall throughout to clean between classes and clear up lunch trays.
- All staff will remain 2m + from other staff.
- MDA's will bring the children into the hall and only supervise own groups.
- If necessary, cut food over children's shoulders, wearing a face covering

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	<p>Cleaning</p> <ul style="list-style-type: none">• Two lunchtime staff are dedicated to cleaning between groups.• Serving area wiped down with disinfectant wipes between each class.• Children leave trays on tables once they have finished eating. Staff will take them to collection areas for scraping/stacking etc• Tables/seats sprayed with disinfectant and wiped down between each group and floors are swept.			
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