

# Waverton Community Primary School Recovery Plan and Risk Assessment for School Re-Opening September 2020

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.** Government have stated that this will only be the case when the safety requirements established by the Department for Education and Public Health England are met. Guidance from Local Authority must also be considered. This is not an autonomous decision for senior leaders and governors. Government has outlined five key aims that must be met before it is considered that it is safe for schools to open.
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

HM Government

STAY ALERT • CONTROL THE VIRUS • SAVE LIVES

## Waverton Community Primary School Recovery Plan and Risk Assessment for School Re-Opening September 2020

### 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 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. Plans are to run the club from the school hall.
- **Supporting children to work with new staff and ensuring highest standards of safety, safeguarding and emotional support.** New teachers and staff means a new start for our children. It will also mean a new classroom.

**We will launch this safety plan reopen part of the school on Tuesday 1st September.**

## 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 478367 / admin@waverton.cheshire.sch.uk

# Waverton Community Primary School Recovery Plan and Risk Assessment for School Re-Opening September 2020

## 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, pupils 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, pupils 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, pupils 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, pupils 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, pupils should wait in line and maintain social distancing

**Start of day: 9.05am**  
**End of day: 3.30pm**

### **Start of Day Arrangements – Year 5**

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, pupils should wait in line and 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, pupils should wait in line and 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
<b>Enter School/Start of Day</b>	9-3pm Reception Gate	8.45-2.45pm Reception Gate	9am-3pm Egg Bridge Gate	8.45am-3.10pm Village Hall Gate	9.05am-3.30pm Village Hall Gate	8.55am-3.20pm Village Hall Gate	8.45am-3.10pm Egg Bridge Gate
<b>Play Time in Allocated Zones</b>	Ongoing	Ongoing	10.15-10.30am	10.30 – 10.45 am	10.30-10.45am	10 – 10.15 am	10.15 - 10.30am
<b>Lunch</b>	11.45-12.35	12 – 12.50pm	12.15 am – 1.05	12 – 1pm	12.15-1.15pm	12 – 1pm	12.10 – 1.10pm
<b>End of Day</b>	3pm	2.45pm	3pm	3.10pm	3.30pm	3.20pm	3.10pm

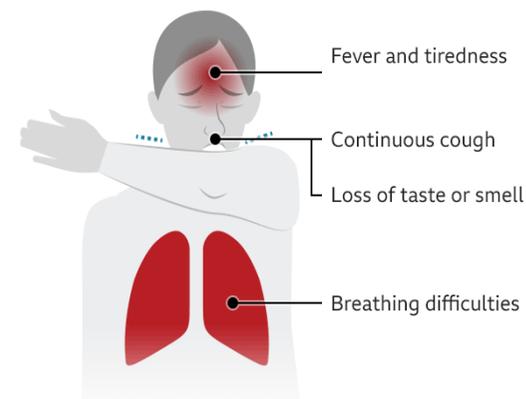
We will create 5 play zone areas that can be easily used for rotas. Different bubbles can play in these zoned areas. We will have clear timetables for this depending on number of bubbles in place.

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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 thorough. 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.** Keep your classroom door and windows open if possible, for air flow.
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. **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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### 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.



Risk Rating	Action Required
17 - 25	Unacceptable - stop activity and make immediate improvements
10 - 15	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

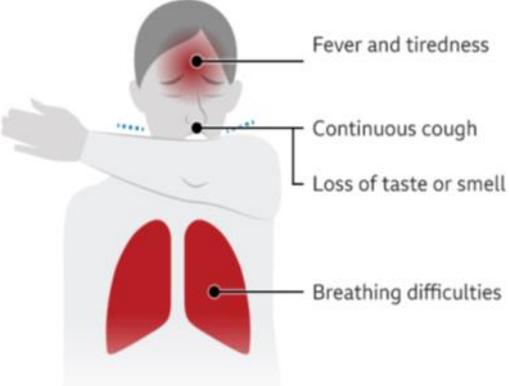
### Likelihood Consequence

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

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Identified Risk	Control Measures Required for full Re-opening.	DfE Guidance	Notes	RAG RATING
<p><b>Plan is not successful because staff are unprepared.</b></p>	<ul style="list-style-type: none"> <li>▪ Clear communication strategy to equip and enable staff. Led by HT/DHT. Staff able to respond to plan, suggest improvements and seek clarity.</li> <li>▪ When required direct support to be carried out for staff to ensure their mental and physical health is taken into account.</li> <li>▪ Staffing rota to ensure staff are supported and workload manageable.</li> <li>▪ Clear control measures for other adults visiting school.</li> <li>▪ Provided briefings – Next briefing Tuesday 1<sup>st</sup> September</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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</li> </ul>		<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><b>Testing and Identification of Symptom Check In Place to Minimise Impact of Transmission.</b></p>	<ul style="list-style-type: none"> <li>Contactless thermometers can be used to screen any child/adult with suspected fever</li> <li>Staff and children isolated immediately if showing any key Covid-19 symptoms. Cough, fatigue, fever loss of smell/taste are key indicators.</li> </ul> <p style="text-align: center;"><b>Coronavirus: Key symptoms</b></p>  <p><b>Isolation Rooms in case of medical incident.</b></p> <ul style="list-style-type: none"> <li>Learning Zone</li> <li>In lobby area by Rhino</li> <li>Isolate with compassion if symptoms are apparent.</li> <li>Parents to be called and children to be sent home as soon as possible if they develop symptoms.</li> <li>PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained</li> <li>Parents should seek a test using the 111 coronavirus helpline service.</li> <li>Any member of staff displaying symptoms must get tested</li> <li>Strictly apply 7-day rule for symptoms and 14 days if symptoms evident to somebody in your family. Unless test prove otherwise.</li> <li>In the event of a positive test school will contact the local health protection team.</li> <li>Important to note that as part of the national test and trace programme, if other cases are detected within the child or young</li> </ul>	<ul style="list-style-type: none"> <li>Making sure that children and young people do not attend if they or a member of their household has symptoms of coronavirus.</li> <li>Where the child, young person or staff member tests positive school will contact the local health protection team.</li> <li>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 14 days since they were last in close contact with that person when they were infectious</li> </ul> <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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	<p>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.</p> <ul style="list-style-type: none"> <li>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 14 days since they were last in close contact with that person when they were infectious.</li> </ul> <p><b>Close contact means:</b></p> <ul style="list-style-type: none"> <li>direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</li> <li>proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> <li>travelling in a small vehicle, like a car, with an infected person</li> </ul>	<p>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 14-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:</p> <ul style="list-style-type: none"> <li>if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.</li> <li>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 14-day isolation period). Their household should self-isolate for at least 14 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.</li> </ul>	
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Identified Risk	Control Measures Required for full Re-opening.	DfE Guidance	Notes	RAG RATING
<p><b>Bubbles Safely Established Within Environment and Staffing Structure</b></p>	<p><b>From 2<sup>nd</sup> September children will return to school in class size bubbles</b></p> <ul style="list-style-type: none"> <li>• Bubbles will be limited to class size groups pupils and where possible desks arranged so that they are forward facing</li> <li>• Support staff allocated to class groups</li> <li>• DH/SENCo organise support staff assignments</li> <li>• PPA staff can go between class groups.</li> <li>• Timetable will be staggered to manage safe admission and entry of classes.</li> </ul> <p>Each class will have <b>allocated lunchtime assistant</b> who will take trolleys of sandwich bags to the classrooms at the allotted time, help supervise and clean afterwards</p> <ul style="list-style-type: none"> <li>• Protocols in place to ensure restrictive use of any shared equipment by non-catering staff or pupils</li> <li>• Eating in classroom only to begin with – Hot/cold bag menu choice                             <ul style="list-style-type: none"> <li>• If more than one class is in the hall for lunch, we will separate classes on different tables.</li> </ul> </li> <li>• Each class will have rota and play zone for play/lunchtime                             <ul style="list-style-type: none"> <li>• Classes will wash hands before lunchtime starts.</li> <li>• After they have eaten.</li> <li>• At the start of afternoon lessons.</li> </ul> </li> <li>• Advocate toilets visited in classes. Emergency use allowed but will ask children to maintain social distancing in toilets. Younger children should be supervised by allocated TA/Lunchtime assistant</li> <li>• Sanitiser wall dispenser outside all classroom exterior doors</li> <li>• HT will monitor lunchtimes across the school.</li> <li>• Classes will have clear cleanliness controls – including regular cleaning of frequently touched surfaces/switches – sinks available in all classes</li> <li>• Windows opened first thing in the morning by caretaker</li> <li>• Pupils will be able to access other areas in class in a controlled manner with cleaning of areas and equipment.</li> <li>• ICT equipment needs to be cleaned between use</li> <li>• Two children per double desk.</li> <li>• Desks forward facing wherever possible.</li> <li>• In reception / year 1 classroom organisation in line with EYFS guidance.</li> <li>• Channels for the teacher to be created behind the desks for teachers to move</li> </ul>	<p>In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups. Keep cohorts together where possible and:</p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ 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</li> </ul>		<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"> <li>• Corridors to be marked with masking tape for pupils to follow. Maintain walking on the left.</li> <li>• Door closers to be removed and doors to be wedged open at all times including toilet doors (exceptions staff and disabled).</li> <li>• Children discouraged from bringing anything from home that is unnecessary. Only a water bottle and coat will be required with a lunch box if necessary.</li> <li>• One-way circulation to be implemented for corridors when achievable</li> <li>• Caretaker/HT undertake safety check daily</li> <li>• Contactless thermometers can be used to screen any child with suspected fever.</li> </ul> <p><b>School Offices</b></p> <ul style="list-style-type: none"> <li>• Closed to pupils – pupils must not be sent on errands to the office</li> <li>• Only one other adult, excluding office staff, allowed in at a time.</li> <li>• 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</li> <li>• Desks must be cleaned with sanitiser between users in PPA room. Sanitiser/cloths/wipes available to staff.</li> <li>• Parents limited access to school highlighted in letter to parents –</li> </ul> <p><b>Staffroom</b></p> <ul style="list-style-type: none"> <li>• Social distance at all times – 2 metres apart – maximum 4 staff any time</li> <li>• Sanitiser available at entrance – soap/water inside</li> <li>• 1 person in kitchen area at any one time</li> <li>• Clean surfaces, cupboard handles/microwave/fridge/sink taps/boiler tap with Enzyguard sanitiser</li> </ul> <p><b>WOSC.</b> 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"> <li>▪ The club will operate in up to 4 separate groups from the school hall</li> <li>▪ Family groups of children will be put together</li> <li>▪ Children split by key stage where possible after that</li> <li>▪ Emphasis on separate equipment/separate play areas outside and separate toilets</li> <li>▪ Club will provide meals</li> <li>▪ It will operate 7.30-9am and 3-6pm</li> <li>▪ Separate entrances will be used</li> </ul>	<p>Both the approaches of separating groups and maintaining distance are not ‘all-or-nothing’ options, and will still bring benefits even if implemented partially.</p> <p><b>Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care</b> and transport, or for boarding pupils in one group residentially and another during the school day. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts</p>	<p style="text-align: center;"><b>WOSC</b></p> <p>Survey parents to establish need and work out rotas and timetables.</p> <p>Unfurlough all club staff week commencing Monday 1<sup>st</sup> September</p>
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	<ul style="list-style-type: none"> <li>▪ Staff will be split between the two groups and remain in same group</li> <li>▪ Emphasis on good hygiene/cleaning</li> <li>▪ Separate risk assessment prepared with club manager and HT</li> </ul>	<p>between children will still offer public health benefits as it reduces the network of possible direct transmission.</p>	<p>Arrange meeting with club manager and subsequent meeting with staff on Tuesday 1<sup>st</sup> September</p>	
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## Waverton Community Primary School Recovery Plan and Risk Assessment for School Re-Opening September 2020

Identified Risk	Control Measures Required for full Re-opening.	DfE Guidance	Notes	RAG RATING
<p><b>Pupils are Safeguarded and Supported with New Class Bubble Model</b></p>	<p>Vulnerable pupils should attend school. For all purpose vulnerable pupils are defined as those who:</p> <ol style="list-style-type: none"> <li>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</li> <li>b. have an education, health and care (EHCP) plan whose needs cannot be met safely in the home environment</li> <li>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</li> </ol> <ul style="list-style-type: none"> <li>▪ Children have simple curriculum model provided for hygiene, cleanliness and social distancing.</li> <li>▪ <b>Staff will develop classroom protocols including:</b> <ol style="list-style-type: none"> <li>a) Each child will have a tray with key equipment. Wiped and stored at end of day. No personal equipment.</li> <li>b) Water bottles brought into school and taken home at end of each day.</li> <li>c) Non-essential equipment removed.</li> <li>d) All essential equipment that is used is cleaned daily after use. Examples may include numicon, scissors etc.</li> <li>e) Each class will have access to wash basins, soap and detergent.</li> <li>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.</li> </ol> </li> <li>• Revised behaviour policy will address children who don’t follow rules of bubble.</li> </ul>	<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>

## Waverton Community Primary School Recovery Plan and Risk Assessment for School Re-Opening September 2020

Identified Risk	Control Measures Required for full Re-opening.	DfE Guidance	Notes	RAG RATING
<p><b>Excellent Safety and Hygiene Secured in the Environment.</b></p>	<ul style="list-style-type: none"> <li>▪ Class Bubbles will limit transmission risk across school.</li> <li>▪ Deep clean of all areas before school recommences.</li> <li>▪ Daily clean of all surfaces in bubble. Caretaker hours changed to be available during school day. Bins regularly emptied. Toilets cleaned at midday. 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</li> <li>▪ coats and bags stored in classrooms where possible (extra cloakroom hooks installed in year 5 classroom).</li> <li>▪ Hygiene controls will include handwashing with soap/water/sanitiser:               <ul style="list-style-type: none"> <li>✚ On entry</li> <li>✚ Before break</li> <li>✚ After Break</li> <li>✚ Before Lunch</li> <li>✚ After Lunch</li> <li>✚ End of Day</li> </ul> </li> <li>• All classes can use sinks for hand washing facilities. Sanitisers will be provided for each class.</li> <li>• Extra hand sanitiser stations installed outside every classroom door</li> <li>• All classes will have tissues with bin for catch it, kill it, bin it approach.</li> <li>• 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.</li> <li>• All interior doors will be opened to reduce transmission.</li> <li>• All classes will be encouraged to ventilate as much as possible.</li> <li>• Clear signs for all areas including “catch it, bin it,” and hand washing signs.</li> <li>• Windows open in all classrooms to allow flow of air –caretaker on arrival – including all toilets</li> <li>• Contractors and visitors will have to read and sign agreement to follow hygiene, cleanliness and social distancing guidance.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ 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 <a href="#">COVID-19: cleaning of non-healthcare settings</a></li> </ul>		<p><b>High risk if not followed but plan is achievable.</b></p> <p><b>2x 4 = 8</b></p>

## Waverton Community Primary School Recovery Plan and Risk Assessment for School Re-Opening September 2020

	<ul style="list-style-type: none"> <li>• Staff leave note on whiteboard for caretaker if running low in cleaning supplies or contact school office</li> </ul> <p><b>Outdoor Space</b></p> <ul style="list-style-type: none"> <li>▪ Play zones created for all classes</li> <li>▪ Classes will remain in designated zones.</li> <li>▪ Separate small play equipment cleaned by pupils and staff at end of session – kept for class use only in boxes outside classroom</li> <li>▪ Where lessons and weather permit, learning can take place outside, teachers can use outdoor education wherever suitable.</li> <li>▪ Outdoor equipment only used by one class throughout week – cleaned at the end of the week.</li> <li>▪ 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</li> </ul>			
<p><b>Making appropriate curriculum choices to minimise risk</b></p>	<ul style="list-style-type: none"> <li>▪ Ensured that P.E is non-contact P.E with high levels of physical activity but limited contact. Class to use own set of equipment All PE lessons will be outside.</li> <li>▪ No singing or use of shared brass or woodwind instruments.</li> <li>▪ No assemblies.</li> <li>▪ Encouraging class based intervention or intervention within class bubbles to minimise transmission.</li> <li>▪ Continuous provision in EYFS</li> </ul>		<p><b>Discuss Autumn Term with <i>Music for Life</i> What is plan for Y4 Project</b></p>	<p><b>High Risk if not followed but plan achievable</b> 2x4 -= 8</p>

## Waverton Community Primary School Recovery Plan and Risk Assessment for School Re-Opening September 2020

Identified Risk	Control Measures Required for full Re-opening.	DfE Guidance	Notes	RAG RATING
<p><b>Safety and welfare of staff</b></p> <p><b>Safe Measures are not effective because of lack of understanding by pupils.</b></p> <p><b>Pupils and staff are Safeguarded and Supported with New Class and Safety Measures.</b></p>	<ul style="list-style-type: none"> <li>▪ Sanitisers on entry and exit.</li> <li>▪ Sanitisers available in all key areas.</li> <li>▪ Staff will have access to hand washing,</li> <li>▪ Recommend that staff create personal zone in their classroom with tape markers.</li> <li>▪ 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.</li> <li>▪ Welfare facilities are regularly cleaned.</li> <li>▪ Staff all had training on appropriate hygiene measures.</li> <li>▪ Staff will be given free lunches to limit use of high risk area such as staff cooking in numbers for staffroom. Sanitiser on wall by door on entry/exit</li> <li>▪ Toilet areas regularly cleaned for staff (twice a day).</li> <li>▪ Staff asked not to handle children's books for 24 hours after collecting in</li> <li>▪ Teachers and staff should make sure they wash their hands and surfaces, before and after handling pupils' books.</li> <li>▪ Staff lanyards should be be wiped and cleaned regularly.</li> <li>▪ Staff will have access to PPE. Only be used with safety protocol in place.</li> <li>▪ Children will not wear PPE as per DfE guidelines it can increase risk of infection because hands are constantly touching their face.</li> <li>▪ Clear protocols and grab bags for PPE in first aid/intimate care.</li> <li>▪ Kitchen staff will use distance at serving counter to maintain safety distance.</li> <li>▪ Adult interaction is highest risk:                             <ul style="list-style-type: none"> <li>• Office staff will separate office to maintain adult social distancing or Perspex screen between desks.</li> <li>• Space controlled in staffrooms to maintain social distancing.</li> <li>• Staff should model social distancing at all times.</li> <li>• Limited allowance for other adults to visit the school. Includes limiting parents.</li> </ul> </li> <li>• Clear protocols in place to ensure safe entry collection of pupils without compromising social distancing.</li> <li>• Risk assessments will be reviewed at planning stage with all staff and then weekly by HT/DHT</li> <li>• Staff meetings maintained remotely or in school hall if social distancing can be done safely. Minimise contact.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 6. Where necessary, wear appropriate personal protective equipment (PPE)</li> <li>▪ 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"> <li>▪ 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</li> <li>▪ 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</li> </ul> </li> <li>▪ 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.</li> </ul>		<p><b>High risk if not followed but plan is achievable</b></p> <p>·</p> <p><b>2 x 4 = 8</b></p>

## Waverton Community Primary School Recovery Plan and Risk Assessment for School Re-Opening September 2020

Identified Risk	Control Measures Required for Phased Re-opening.	DfE Guidance	Notes	RAG RATING
<p><b>Movement-Parents.</b></p> <p><b>Adult social distancing is vital.</b></p>	<ul style="list-style-type: none"> <li>▪ Parents should not enter the school building under any circumstances unless collecting a child who is unwell or drop off medication.</li> <li>▪ Clear staggered plans for beginning and end to school day. Only one parent should drop off and collect children.</li> <li>▪ Location for class drop off / collection identified. Parents advised to maintain social distancing.</li> <li>▪ School staff only zones for teachers to stand in and release pupils.</li> <li>▪ Communication expectations established for families – contact school office via telephone or email</li> </ul> <p><b>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.</b></p> <p><b>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</b></p>	<ul style="list-style-type: none"> <li>▪ encouraging parents and children and young people to walk or cycle to their education setting where possible</li> </ul>		<p><b>High risk if not followed but plan is achievable</b></p> <p style="text-align: center;">.</p> <p><b>1 x 4 = 4</b></p>
<p><b>Working Hours Controlled for safety at work. Includes access to building</b></p>	<ul style="list-style-type: none"> <li>▪ Staff should only enter the school site between 8am and 5pm. Exception made for caretaker HT/DHT only.</li> <li>▪ Caretaker in and extra cleaning in middle of day.</li> <li>▪ Caretaker on site between 7.30 – 9.30 and 11.30am to 5pm</li> <li>▪ HT will be able to visit all bubbles throughout the day for short periods only – maintaining social distance</li> <li>▪ No manual signing in. Use their lanyard.</li> <li>▪ Extensive suite of mental health and well-being services available for all staff – contact ST/CC for signposting and further help if needed</li> </ul>	<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><b>High risk if not followed but plan is achievable</b></p> <p style="text-align: center;">.</p> <p><b>2 x 4 = 8</b></p>

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<p><b>Toilet Facilities Guidance</b></p>	<ul style="list-style-type: none"> <li>▪ Pupils should only enter two at a time into toilets and where possible stand at 2 metres apart when washing their hands.</li> <li>▪ Different classroom bubble pupils do not mix in the toilets at same time. Most visits will be in allocated bubbles.</li> <li>▪ For younger children adult should accompany pupil to toilet to support management of hand washing and ensure distancing,</li> <li>▪ Door wedges can be used to keep the doors semi open to ensure privacy but keep ventilation.</li> <li>▪ Windows to be opened in toilets at beginning of day</li> </ul>	<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><b>High risk if not followed but plan is achievable</b></p> <p>·</p> <p><b>2 x 4 = 8</b></p>
Identified Risk	Control Measures Required for Phased Re-opening.	DfE Guidance	Notes	RAG RATING
<p><b>First Aid</b></p>	<ul style="list-style-type: none"> <li>▪ PPE should be worn (gloves and masks) when dealing with a first aid incident.</li> <li>▪ First aid safety packs, guidance and appropriate training for nominated staff already in place.</li> <li>▪ Individual teachers / middays should administer basic first aid in the first instance.</li> <li>▪ Serious injuries should be seen by a fully trained first aider.</li> <li>▪ Vomit is required to be cleaned up as soon after incident as possible (PPE to be worn). PPE pack in First Aid room</li> <li>▪ Staff to radio into the office for a first aider to attend an outside incident if serious not send the child in.</li> <li>▪ First aid record book to be completed as usual</li> </ul>	<ul style="list-style-type: none"> <li>▪ Clear guidance on infection control provided.</li> </ul>		<p><b>High risk if not followed but plan is achievable</b></p> <p>·</p> <p><b>2 x 4 = 8</b></p>
<p><b>Excellent Safety and Hygiene Must Be Secured in the Environment</b></p>	<p><b>Cleaning</b></p> <ul style="list-style-type: none"> <li>▪ Toilets will be deep cleaned before school, at lunchtime and after all children have gone home by caretaker</li> <li>▪ Tables and contact points must be cleaned lunch time and end of day.</li> <li>▪ 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.</li> <li>▪ No toys can be brought from home.</li> </ul>	<ul style="list-style-type: none"> <li>▪ discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this</li> <li>▪ follow the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></li> <li>▪ ensure that sufficient handwashing facilities</li> </ul>	<p>COSHH rules regarding bleach/cleaning fluids</p> <p>Outdoor sinks available for</p>	<p><b>High risk if not followed but plan is achievable</b></p> <p>·</p> <p><b>2 x 4 = 8</b></p>

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	<ul style="list-style-type: none"> <li>▪ Resources that cannot be cleaned according to the instructions must be packed away until after the CO-VID-19 epidemic is over.</li> <li>▪ Tablets should be wiped several times daily and between use. If possible, avoid children sharing tablets. Teachers to bring to charger station outside staffroom when required.</li> <li>▪ 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.</li> <li>▪ Bins must be emptied before they are full and at least once daily.</li> <li>▪ Caretaker to wear long gloves/mask for flushing toilets an.</li> <li>▪ Milton to be used to clean items which cannot be done with soap which then is place in large container provided</li> <li>▪ Communication from teacher to caretaker should be left on the whiteboard in the classroom area at the end of each day.</li> <li>▪ Main offices desks, phones/keyboards/photocopier cleaned using antibacterial spray/wipes</li> </ul> <p><b>Classrooms</b></p> <ul style="list-style-type: none"> <li>▪ 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 (more detailed guidance on this will be included in the guide for early years’ providers) and where possible, children should be discouraged from sharing these.</li> <li>▪ 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.</li> <li>▪ <b>All</b> desks should be sprayed/ wiped at beginning and end of day and after children have eaten their lunch – children can help do this</li> <li>▪ Teachers should have a spray bottle and cloths (disposable)</li> <li>▪ Any objects the children touch should be disinfected once use has finished.</li> </ul>	<p>are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments</p> <ul style="list-style-type: none"> <li>▪ 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</li> </ul> <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"> <li>• whether the school has enough hand washing or hand sanitiser ‘stations’ available so that all pupils and staff can clean their hands regularly</li> <li>• supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to</li> </ul>	<p>reception class outdoor area and outside the year 1 classroom</p> <p>Hand sanitisers attached to walls outside 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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	<ul style="list-style-type: none"> <li>• All staff have basic training on cleaning standards – including use of enzyguard spray bottles – spray onto surface and leave on for 30 seconds before wiping with clean cloth</li> <li>• If any child struggles with hygiene measures due to SEND needs, school will work on a risk assessment to mitigate risk to others.</li> </ul>	<p>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>		
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## Waverton Community Primary School Recovery Plan and Risk Assessment for School Re-Opening September 2020

Identified Risk	Control Measures Required for Phased Re-opening.	DfE Guidance	Notes	RAG RATING
<p><b>Premises Checks Maintained for Essential Safety (outside Covid-19)</b></p>	<p><b>Cold water systems - including tanks, sinks/basins/showers and drinking water outlets (taps and water fountains)</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ <b>Domestic hot water services – including calorifiers/direct fired water heaters/ sinks/ basins/ showers</b></li> <li>▪ Hot water generation servicing to continue in line with manufacturers' criteria.</li> <li>▪ Water temperatures must be kept within limits recommended for the control of legionella bacteria in water systems.</li> <li>▪ Regularly check hot water generation for functionality and if required, temperature recording</li> <li>▪ 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.</li> <li>▪ Review and if necessary, update fire management plans and ensure any changes to fire escape routes are clearly identified and communicated.</li> <li>▪ Carry out weekly checks of alarms systems, call points, and emergency lighting.</li> <li>▪ Carry out regular hazard spotting to identify escape route obstructions.</li> <li>▪ Check that all fire doors are operational.</li> </ul> <p><b>Security</b></p> <ul style="list-style-type: none"> <li>▪ All areas of the school should be kept secure.</li> <li>▪ Check that access control systems are operational.</li> <li>▪ Maintenance checks continue</li> </ul> <p><b>Ventilation</b></p> <ul style="list-style-type: none"> <li>▪ Where possible, occupied room windows should be open including the library.</li> </ul> <p><b>Other points to consider</b></p> <ul style="list-style-type: none"> <li>▪ Core building-related electrical systems, including internal and external lighting, small power, CCTV, access control and alarm</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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 - <a href="https://www.gov.uk/guidance/good-estate-management-for-schools/health-and-safety">https://www.gov.uk/guidance/good-estate-management-for-schools/health-and-safety</a></li> </ul> <p>For reference, use the Approved Code of Practice &amp; 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><b>High risk if not followed but plan is achievable.</b></p> <p><b>2 x 4 = 8</b></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"> <li>▪ Update keyholder information.</li> <li>▪ Intruder alarm / lift/ fire alarm companies often have remote monitoring stations (response centres) – follow advice from these providers.</li> <li>▪ Continue carrying out thorough examination and testing of lifting and pressure equipment during the coronavirus outbreak following updated HSE guidance: <a href="https://www.hse.gov.uk/news/work-equipment-coronavirus.htm">https://www.hse.gov.uk/news/work-equipment-coronavirus.htm</a></li> </ul>	<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 during the first week of term. Fire evacuation point moved to school field at bottom of slope by tyre park – more room to keep groups of children separate</p>	
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## Waverton Community Primary School Recovery Plan and Risk Assessment for School Re-Opening September 2020

Identified Risk	Control Measures Required for Phased Re-opening.	DfE Guidance	Notes	RAG RATING
<p><b>Shielding and clinically vulnerable children and adults.</b></p>	<ul style="list-style-type: none"> <li>▪ School to contact parents of all children who are known to be shielding to discuss plans for their return in line with guidance</li> <li>▪ Parents to provide information from specialist health care professional if children still need to remain shielded</li> <li>▪ Plans updated to support children with home learning should shielding continue to be necessary</li> <li>▪ Staff currently shielding (1) is expected to return to work in September – HT to contact member of staff to discuss what measures have been and will be put in place, what role the member of staff is expected to carry out and answer any questions the member of staff may have</li> <li>▪ Ensure that we review need for shielding for these staff if there are local or national restrictions.</li> </ul>	<p><b>Pupils who are shielding or self-isolating</b>                      We now know much more about coronavirus (COVID-19) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are high. Therefore, the majority of pupils will be able to return to school. You should note however that:</p> <ul style="list-style-type: none"> <li>• a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19)</li> <li>• shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Read the <a href="#">current advice on shielding</a></li> <li>• if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below).</li> <li>• some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at</li> </ul>		<p><b>High risk if not followed but plan is achievable.</b></p> <p><b>1 x 5 = 5</b></p>

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		<p>their next planned clinical appointment). You can find more advice from the Royal College of Paediatrics and Child Health at <a href="#">COVID-19 - 'shielding' guidance for children and young people</a>.</p> <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 that they can return to work from 1 August as long as they maintain social distancing. 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><b>Dispensing medicines to children</b></p>	<ul style="list-style-type: none"> <li>▪ Staff able to dispense medicines as usual to pupils with health care plans - PPE provided in First Aid room – including masks, gloves, aprons, visors</li> </ul>			<p><b>Low risk 1 x 3</b></p>

## Waverton Community Primary School Recovery Plan and Risk Assessment for School Re-Opening September 2020

	<ul style="list-style-type: none"> <li>▪ Reassure children</li> <li>▪ Care taken when removing PPE</li> <li>▪ Hand washing immediately after removing dispensing medicines</li> <li>▪ Where possible use open area like the school hall or classroom, respecting privacy</li> <li>▪ Record as usual</li> </ul>			
<p><b>Being Prepared to manage in event of local or national Covid-19 restrictions.</b></p>	<ul style="list-style-type: none"> <li>• Arrange for key worker children and vulnerable pupils to attend</li> <li>• Ensured online learning systems in place with staff training for all year groups.</li> <li>• 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.</li> <li>• Provide printed resources if needed for pupils.</li> </ul>	<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>		<p><b>Low risk Measures in place 1x1</b></p>