

# **COVID-19: TOOLKIT FOR SCHOOLS – FACILITATING A SAFE RETURN DURING AND AFTER LOCKDOWN**

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## Introduction

Government guidance issued on Monday 11<sup>th</sup> May outlined a roadmap for recovery from Coronavirus. As part of the associated guidance that subsequently followed, the Government has outlined how they feel it may be possible, dependant on a number of factors and indicators at that time, for schools to start welcoming more children back from the week commencing 1<sup>st</sup> June.

To recap, their indication now is that this may be Nursery, Reception, and Years 1 and 6 for Primary Schools; and Years 10 and 12 for Secondary schools.

*"We will only do this provided that the five key tests set by government justify the changes at the time, including that the rate of infection is decreasing and the enabling programmes set out in the Roadmap are operating effectively. As a result we are asking schools, colleges and childcare providers to plan on this basis, ahead of confirmation that these tests are met."*

To help you with those plans, we have pulled together some guidance based on actual and anticipated questions from schools on how it may be possible to implement the suggested guidance from Central Government for educational settings.

**In doing so, we are only aiming to provide you with further information to help you decide on if, and subsequently how, you may be able to safely achieve this within your own particular school.**

The guidance is broken down into key sections; the first four review day to day considerations, reflecting how your pupils and staff may use the school premises; the following four sections reflect the supporting practical and strategic measures you will need in place to support this. Within each section, you will find a guidance piece, followed by an action plan template; and at the end of the document, you will find a suite of template risk assessments.

It is anticipated that there will be further versions of this document as and when additional guidance is released from Government and other sources. If you have any feedback, including suggestions on other additions you may find useful, please drop us a note at [riskmanagement@sips.co.uk](mailto:riskmanagement@sips.co.uk)

## Effective Infection Prevention and Control

The Government guidance on effective infection protection and control is underpinned by a hierarchy of controls for schools to consider throughout their planning.

In drafting this guidance we have used these controls as a basis for our own suggested considerations. When encountering a situation not yet covered in documented guidance, schools will find this a useful reference tool to help decide on a safe way forward.

"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 should be employed to do this.

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:

- minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges
- 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 are covered
- ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- cleaning frequently touched surfaces often using standard products, such as detergents and bleach
- minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)"

*Source: government guidance "Coronavirus- Covid 19: implementing protective measures in education and childcare settings"*

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

## Guidance: Getting to and from school

Thoughts will obviously turn to those in your school community who rely on public transport as a means to getting to and from school, whether that be your students, parents but also members of staff. Parents, children and young people should be encouraged to walk or cycle where possible, and avoid public transport at peak times.

Consider how and when your staff arrive at, and depart from school:

- Can any staff be more flexible with their hours?
- Staff arriving at school – do all staff need to use one entrance or can you bring more into play?

You will also need to consider arrangements for when your pupils arrive at school, and how you can maximise the potential for social distancing in doing so. Once decided upon, consider having a run through / practice of your procedure to ensure it is clear and easily understandable by all.

- Do you have a number of exits / entrances that could safely be used (bearing in mind security considerations) to avoid 'bottle-neck' situations at gates and main entrances? Is it possible to instigate a one-way pedestrian system in and out of the site?
- Are you lucky enough to have doors into all ground floor classrooms, which could be used for dropping off / picking up pupils.
- Could you assign allocated times for different parents to pick up/drop off their child to instigate a 'staggered' arrangement?
- Will you need pupils to 'line up' in the playground before entering the classroom, and if so can you install markers on the playground to indicate social distancing parameters?
- Have you got ready access to handwashing facilities close to your entrances, so pupils can wash their hands upon entry? If not, can you consider hand gel stations? In either case, handwashing or the use of gel will be time-consuming, so you will also need to consider how your 'admission' procedures will work in times of inclement weather.

How many family members will you allow on site – the recommendation is for only one parent to accompany their child if they need to, and should not gather at entrances without a prior appointment.

- How will you arrange these appointments and conduct them safely? Can you arrange a dedicated space for meeting parents, which can be laid out to maximise social distancing requirements?
- How can you safely accommodate them in your reception areas – do you need to think about screening and other technical measures to protect office staff?

If you use transport providers, have you engaged with them about their own arrangements?

### Checklist 1: Getting to and from school

In using this toolkit, we would suggest that you can nominate lead members of staff to take ownership of appropriate sections or tasks, to assist in the overall preparations.

This action plan template should be completed, having regard to the guidance contained within this toolkit and other sources of information; and returned to a central point by a pre-determined time. This allows for monitoring of actions through to completion, and an overall audit trail of the measures you have instigated within school.

*Completed action plans may also be a useful document to share with your Governors to provide a summary overview of actions taken.*

Title: ..... Getting to and from school .....(January 2021 revised March 2021).....

Owner: .... Lucy Blackmore.....

Consideration	Action	Who	Complete
Staff arrival and departing from school	Signing in and entering will be through the main entrance. Anti-bacterial gel will be used.  Other doors in use will be kept open with a door stop.	Staff members	04/01/21
Arrangements for pupil entry to school	Only one family at a time should enter the main office entrance at a time. Social distancing rules should apply.  Signs will be clearly stating social distancing rules  Social distancing is recommended through signage. Visibility shields in place.  Only one adult can accompany each child. <b>Hazard tape and signs to be put on the floor outside classrooms to maintain social distancing. Face mask signs to be put in every classroom door.</b>  <b>Staggered entry and leaving times for parents and children.</b>	Parents and office staff	04/01/21          <b>4/3/21</b>

Arrangements for parents	Parents have been notified in letter and text form that we are closed and only open for key worker and vulnerable children.	Office staff and HT	04/01/21
Belongings	Children bring their own water bottle and lunch and coat. <b>They can bring their water bottle.</b>	Parents and children	04/01/21
Weather	As it is weather coats will be placed on the back of the children's chairs.	Class Teachers and children	04/01/21
Entrance and leaving	Children will be asked to wash hands as they arrive and when they leave. UV lights and gel are available for children and staff to check hands have been washed thoroughly.  Antibacterial gel is available at the entrance of the classroom.  <b>Foot dispensers (x5) have been added around the site for parents and children to sanitise their hands upon arrival and when leaving the site.</b>	Class Teachers and children	08.06.20 then daily

Signed.....L. Blackmore..... Date.....01.06.20.....

Signed L. Blackmore Reviewed 20.10.20 and 08//01/21 and  
05/03/21

## Guidance: Managing class sizes and layouts

It has been acknowledged that, regardless of the number of children in the setting at any one time, it will be incredibly difficult for children in early years' settings, and those of a young primary age, to understand and abide by strict 2m distancing rules from their classmates and teachers.

In such instances, schools should do what they can to encourage pupils to keep apart as much as possible – this will help to instil social distancing behaviours that help protect them in their out-of-school lives, as well as helping to minimise the risks from transmission of the virus within the school setting. However, where schools can keep children and young people in those small groups 2m away from each other, they should do so.

Government guidance issued on 11th May 2020 has outlined measures for schools to take, to split staff and pupils into small groups that keep a distance from other small groups within the setting. The guidance is:

- In primary schools; for classes to be split in half, with no more than 15 pupils and one teacher (plus teaching assistant if necessary) per group, with desks spaced as far apart as possible.
- For secondary schools and colleges, the same principle of halving classes will normally apply. It is also sensible to rearrange classrooms and workshops with sitting positions 2 metres apart.
- For pre-school children in early years settings, the staff to child ratios within [Early Years Foundation Stage](#) (EYFS) continue to apply as set out here, and Government guidance is for you to use these to group children.

For full details of the government guidance on class sizes, see <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

It is important to note that the numbers mentioned above are the maximum number of pupils in any one group, and there will be a number of considerations for you to work through, to help you decide how many children you can safely accommodate in any one group / at any one time.

### Location & Layout considerations

Location and layout will need to be carefully considered. *You may find it helpful to map your layout on floorplans of the classroom and the building, to see how areas that are to be occupied 'interact' with each other.*

Consider each classroom in turn and identify how many children you can accommodate, whilst retaining distance in seating arrangements. In doing so, you will need to consider:

- Ensuring safe entrance and exit routes for all – including in an emergency evacuation situation. Ensure you maintain final exits clear from obstruction at all times.
- Maintaining clear walkways around the classroom environment (e.g. between desks) and avoiding trip hazards
- Implications of a revised layout from a 'device' point of view: if you need access to electrical sockets from certain points in the class, make sure your layout means these are still easily accessible. Avoid changes that subsequently bring a need to use extension leads for example.
- Location of the main teacher workstation and distancing from students during teaching
- Pupil locations – can they be assigned to the same desk every day?
- Consider the need for increased handwashing – if you have the facilities for handwashing within the classroom, you may need to revise the layout to accommodate an increased and regular access to and use of this facility.
- If you have a choice of classrooms to use, consider the location and proximity to other amenities (e.g. toilets); and proximity to other classrooms that will be in use. Increasing the space between occupied classrooms may help to minimise the potential for inadvertent contact between groups, for example in shared areas immediately off these classrooms.
- Dependant on the age of your pupils, consider that the dedicated area for hanging coats can get congested at certain times of the day.

### **Resources and equipment**

- Consider the location of resources within the classroom – are these shared? Are they usually collected and returned to a central point by pupils often throughout the day? If so, can they be placed on pupil desks at the start of the day prior to their arrival?
- Re-formatting the layout of classrooms may mean you are left with furniture that is temporarily redundant. Consider where this can be safely stored (ideally out of the classroom environment, safely stacked etc.). You may have empty classrooms where this can be temporarily relocated to.
- Minimizing the need for groups to move between different classrooms; if certain rooms are used due to location of particular equipment for example, can this be relocated into the classroom, or activities amended to eliminate the need to move between classroom locations.

- For early years' settings, if you would normally have more than one group of children in during the day, such as a morning and afternoon session, consider how you will be able to ensure play equipment is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously. See the 'cleaning practices' section for further information.

### **Outdoor learning**

Take the opportunity to make the most of the outside space available to you, as this lends itself more easily to distancing between pupils and staff in their grouping.

- If you have the opportunity, favour the use of classrooms with external doors - allowing direct access to outside space.
- Use during break times, for exercise / PE lessons / for outdoor education.
- Use for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff
- Note that in order to allow use of outdoor play equipment, you will first need to be able to ensure robust cleaning between groups of children using the equipment. As with other activities, you will need to ensure your defined 'groups' do not use the equipment at the same time. See the 'cleaning practices' section for further information.

**Checklist 2: Managing class sizes and layouts**

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This action plan template should be completed, having regard to the guidance contained within this toolkit and other sources of information; and returned to a central point by a pre-determined time. This allows for monitoring of actions through to completion, and an overall audit trail of the measures you have instigated within school.

*Completed action plans may also be a useful document to share with your Governors to provide a summary overview of actions taken.*

Title: .....Managing class sizes and layouts.....

Owner: .....**Lucy Blackmore** .....

Consideration	Action	Who	Complete
Location and layout	Teachers distribute tables to how what they feel comfortable with	HT and SM	Complete
Resources and equipment	Any work produced will not be taken home with teacher.  Children anti-bac their hands in the classroom. They do not move from their tables except for toileting, lunchtime or break time or the essential need to wash hands in the sink with hand wash.  Windows should be open for ventilation, however professional judgement should be shown in cold weather. For example, when it is cold open alternative windows rather than all of them.	Staff	Complete
Outdoor learning	Children will have a daily play at separate times. Lunchtimes will be staggered. TA's and teachers will supervise lunchtimes. Lunchtime supervisors will clean toilets,	Staff	Complete

	classrooms and high touch areas twice a day. The children will play with equipment that is cleaned afterwards by the member of staff whilst wearing gloves. Staff have cleaning wipes and material to wash high contact points if they feel it necessary.		
Social bubble	The children will be in a social bubble of their class, their teacher, their teacher assistant. The next bubble is their year group. In terms of toileting each phase of the school will use different toilets. At lunchtimes they will be in a year bubble.	Staff	Complete
Toilets	<p>Children can go to the toilet when they need and will have to queue if there are more than three children already in there (3 toilets. 3 children). Children need to wash hands and hand sanitiser is available also outside classrooms.</p> <p>Staff must wash hands when taking children to the toilet. They must avoid going into the actual toilets and if it is essential then they must inhale as little as possible. If there is an accident and the member of staff has to go in to support. Then they must go home and get changed and return to school; or change their clothing into spare – whichever is the most appropriate.</p>	Staff	Complete

Signed.....L.Blackmore..... Date.....08.06.20../08.01.21..and 05/03/21

Once complete please return to **Lucy Blackmore**

### Guidance: Shared Spaces

You should always aim to reduce the opportunities for class groups to come into contact with each other; and to maintain social distancing between staff; and between staff and visitors.

You may wish to minimise the use of some shared spaces (such as halls) as much as possible. This is because, while it is fine for small groups to use shared spaces on a rotational basis (i.e. one small class group at a time), you will need to ensure adequate cleaning can take place between groups using the space.

Considerations to bear in mind when thinking about how you may be able to use your shared

spaces will include:

### **General circulation spaces**

- Entrances and exits – particularly considering your reception area as a ‘through-route’ to other areas of the building, and whether alternative routes can be used.
- Can more entrances and exits be brought into use (bearing in mind security considerations) - see 'getting to and from school section also).
- Playgrounds: see '*getting to and from school*' and '*lunchtime and break times*' sections.
- Resources: consider where staff access shared resources, such as photocopiers, stationary etc. If these are in shared areas, consider the proximity to other staff workstations.

### **Reception and meeting areas**

You may wish to consider whether you are going to permit non-essential visitors into your reception without prior appointment (you will need to think carefully about how you communicate such a message).

- Existing security technology may assist you in dealing with visitors 'remotely'; consider how you can best use intercoms etc. to 'field' unnecessary visitors.
- For those entering the school, how can you safely accommodate them in your reception areas – do you need to think about screening and other technical measures to protect office staff?
- If visitors are having face to face appointments with staff, think carefully about how you will you arrange these appointments and conduct them safely:
  - Can you arrange a dedicated space for meeting visitors, such as parents, which can be laid out to maximise social distancing requirements, and be furnished with hand gel and tissues?
  - This space may need to be a different one to that which you may normally use; consider the space of the room which you are intending to use. One with natural ventilation would also be a preference.
  - Consider the need for cleaning the space between meetings.

### **Corridors**

Government guidance is that "brief transitory contact, such as passing in a corridor is low risk" however if you are able to minimise passing contact between groups and individuals in corridors then you should do so.

- Consider if you are able to safely section off / segregate your corridors then consider doing so. Bear in mind however, any materials you are using to do so, from a fire safety perspective. Many of your corridors are likely to form part of your escape routes and you must not increase the fire loading in such spaces.

- With the above in mind, consider maximising the use of 'one way systems' you may already have in place within school (i.e. keeping to the left of a wide corridor, and ensuring pupils walk in single file)
- Installing markers on the floor to identify 2m spacing to help users maintain adequate distancing (ensuring these are made of suitable materials that will adhere to the floor properly and not form a trip / slip hazard).
- Staggering break and lunch times to reduce the number of individuals and groups using corridors at any one time

### **Toilets and handwashing stations**

- Supervision / awareness on the part of teachers to ensure facilities are not in use by large numbers of pupils at any one time. Staggered break times may assist in controlling the numbers using toilet facilities at any given time.
- Staff toilets should also be considered. Dependent on the size / layout of facilities, you may want to consider a 'vacant / occupied' type sign on the outer door, to help manage the number of people entering the communal space within toilets at any one time.
- Handwashing – consider availability and siting. Can the choice of entrances / exits (see notes in 'general circulation spaces above re increasing the number in use) be also influenced by nearby location of handwashing facilities – this will more easily facilitate handwashing by pupils and staff alike, upon arriving at school and before leaving at the end of the day.

### **Rest facilities for staff**

Don't forget to consider the need for staff to be able to access rest facilities to take their breaks.

- Staggered lunch breaks will help manage the flow of users in staff rooms at any one time.
- Consider your approach within classrooms and apply a similar logic:
  - Do you need to alter the layout of your staffroom and remove some chairs for example, to facilitate a seating arrangement that takes account of social distancing?
  - You can install temporary markers on the floor to indicate the layout of where furniture needs to be, to ensure it is maintained and not moved over time
  - Dependent on the size of your staffroom, you may wish to consider investing in additional equipment to allow staff to use more than one appliance at a time, at suitable distance from each other: e.g. kettles at opposite sides of the room. Just remember to bear in mind the electrical loading of any additional equipment you are introducing, and avoid the use of extension leads.

### **PPA areas**

If you have dedicated or nominated areas for PPA time, consider the spacing of workstations in the same way as you would for classrooms.

- You may need to take some workstations out of use, to be able to ensure a 2m distancing between staff using the area. Removal of chairs and installation of signage will serve as a reminder for which workstations can safely be used, and which must not.
- Consider resources in this area; you may need to remove shared resources (e.g. stationary).
- Discuss and agree with staff, the protocols that need to be followed by all, for cleaning the workstation. It is recommended this is done before use as well as after.

### Checklist 3: Shared spaces

In using this toolkit, we would suggest that you can nominate lead members of staff to take ownership of appropriate sections or tasks, to assist in the overall preparations.

This action plan template should be completed, having regard to the guidance contained within this toolkit and other sources of information; and returned to a central point by a pre-determined time. This allows for monitoring of actions through to completion, and an overall audit trail of the measures you have instigated within school.

*Completed action plans may also be a useful document to share with your Governors to provide a summary overview of actions taken.*

Title: .....Shared Spaces.....

Owner: .....Lucy Blackmore .....

Consideration	Action	Who	Complete
General circulation spaces	Windows must be open and social distancing rules must apply. Doors will be open to avoid contact and the locked entrance door to the school will be cleaned as it is used.  Staff members must wear face masks if social distancing cannot be adhered to in communal areas.	Staff	Complete
Reception and meeting areas	Staff training sessions will be virtual. If teachers have to meet or eat, then the 2m distance rule applies. Doors across the site will be open to avoid contact with doors. Staff to bring their own cutlery and plates etc.	Staff	Complete

	<p>Windows will be open to aid ventilation.</p> <p>Staff members must wear face masks if social distancing cannot be adhered to in communal areas.</p> <p>Professional judgement must be used at lunchtimes.</p>		
Corridors	Corridors are wide and any display tables across the school have been removed or pushed back.	Staff	Complete
Toilets and handwashing stations	<p>There shouldn't be more than 1 adults in the toilet area at the same time.</p> <p>Avoid using hand dryers.</p> <p>Every class has hand washing liquid and a hand sanitiser near the classroom entrance.</p> <p>All classes will have hand sanitisers in class too for immediate response to any situations that arise.</p>	<p>Staff</p> <p>SM</p> <p>SM</p>	Complete
PPA areas	<p>Social distancing rules apply and table and chair must be washed down after use. Folders and documents must not be shared between people and to remain in school.</p> <p>Upholstery chairs to be removed from being used.</p>	Staff	Complete
<i>Please see accompanying risk assessments</i>			

Signed....L.Blackmore..... Date.....04/06/20.....and 04/01/21...and 05/03/21.....

Once complete please return to **(insert lead name in school for collation & monitoring as part of the overall plan)**

## Guidance: Lunchtime and Break Times

Government guidance states that you should *"use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups between groups is in place, following the [COVID-19: cleaning of non-healthcare settings guidance](#) "*

It is clear that the use of such facilities will need to be very carefully planned if you wish to continue using them, for example by drawing up a rota which allows planned, sufficient time between uses, for appropriate and thorough cleaning in between uses.

### Indoor play / sports halls and similar facilities

- Stagger use of the facilities and draw up a rota to reflect this
- Consider the 'route' to such facilities, to enable children to wash their hands before entering the shared space
- Consider the equipment that you have in these areas, and whether you will continue to use it. P.E. equipment will need to be cleaned between uses by different class groups, not just at the end of the day.
- Where possible, you could consider reverting to outdoor play as an alternative

### Dining rooms

If you are to continue using dining room, remember that you will need to ensure the space is appropriately cleaned between use by each class group. Consider how to allocate dedicated staff to these tasks, and cleaning materials to be used (for further information see the 'cleaning practices / infection control' section.

- Consider who will undertake the cleaning – as the priority for the teaching staff will be to supervise and accompany their class group when leaving the space, you will likely need to nominate other staff to help.
- Assistance from your lunchtime supervisors may be an option. Consider that you will likely need to increase the length of time they are in every day in such a situation, to accommodate the rota for lunchtimes / meals, as more sittings than normal, with cleaning breaks in between, will result in a longer 'lunch' period.
- Consider the potential training needs if you are seeking for others who have not done this before, to be helping with the cleaning (e.g. CoSHH etc).
- You may wish to consider alternative locations – cold lunches could lend themselves very well to outdoor dining (picnic style perhaps) in good weather; or eating in the classrooms the groups are normally based in / or a number of alternative locations.

Playgrounds and other outdoor spaces

The use of outdoor space can lend itself well to being better able to enact distancing between, and minimising contact between different class groups.

- Outdoor play equipment may need to be taken out of use, if you cannot ensure a robust cleaning procedure between use by different groups of children.
- Consider how many class groups you can accommodate in the outdoor space at any one time. What activities are the children likely to be engaged in and how much space will they need to play certain games? This will help you to decide if and how much you need to stagger play times.
- How will you maintain the spacing between class groups during play – is it possible to safely demarcate different areas of your outdoor space (line painting, flags etc) - any such demarcations need to be very clearly visible and understandable to the children.
- Consider the number of staff supervising, to help ensure this is maintained.

**Checklist 4: Lunchtime and Break Times**

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*Completed action plans may also be a useful document to share with your Governors to provide a summary overview of actions taken.*

Title: .....Lunchtime and Break Times.....

Owner: .....**Lucy Blackmore**.....

Consideration	Action	Who	Complete
Indoor play, sports halls and similar facilities	Children will only play outside on the playground. The classes will have staggered playtimes and lunchtimes. They will play in their class bubbles at the same time as their year group. Any games played will use year group assigned equipment. When they can classes must use their exit doors	Staff	Complete

Dining rooms	Children will eat their lunches in their classrooms or outside on the picnic tables. There are enough picnic tables for one class per year group.	Children	Complete
Playgrounds and other outdoor spaces	We now have foot dispensers positioned under canopies over the site for children and staff to use during lunchtimes and breaktimes.		
<i>Please see accompanying risk assessments</i>			

Signed.....Lucy Blackmore..... Date.....04.06.20..and 04.01.21.....and 05.03.21.....

Once complete please return to *(insert lead name in school for collation & monitoring as part of the overall plan)*

## Guidance: Facilities Considerations

### Building related systems

You will need to take time to undertake pro-active checks and maintenance as required, on all of your building-related systems. In doing so, it is crucial that you engage with the specialist contractors who you have in place, who would usually help with your maintenance during normal occupancy times. Systems will include (but not limited to):

- hot and cold water systems
- gas safety
- fire safety
- kitchen equipment
- security including access control and intruder alarm systems
- ventilation

### Risk Assessments

You will need to review your risk assessments and other health and safety advice for your school community. Further information on risk assessments, including example templates are provided to help you in this, in the later 'risk assessment' section.

### Contractors

In addition to the safety checks that will need to be carried out on your building-related systems, you may have other building works (e.g. renovations, improvements etc) that were either underway at the start of the outbreak, or which you have planned to start as we near the end of the summer term. You may also have emergency works which arise after occupation. The following points may assist when planning such works.

- Engaging with contractors – look at revised guidance for your site staff. Your plans may mean that, dependant on the location of the works, and the use of spaces adjacent to it by class groups and other staff, non-emergency jobs within the school buildings are better undertaken out of school hours to maximise social distancing, including for the contractors themselves.
- Review your procedures for supervision of contractors on site – it will be easier to do this more 'remotely' (at a further distance) when children are not present, due to safeguarding considerations.
- Consider where your deliveries will go. Do your general plans mean that there will be an area that will now be out of use in the main where deliveries can be dropped off, to avoid unnecessary contact with staff (drop and go)? You will need to carefully balance this with manual handling activities that may subsequently need to be undertaken by your staff, and ensure appropriate equipment is available, and assessments of the tasks undertaken.

### **Supplies and services**

You will need to liaise with your suppliers to ensure adequate stocks and ongoing supplies of essential items such as cleaning materials, soap, paper hand towels, hand gel, tissues, PPE for staff dealing with bodily fluids or anyone who becomes unwell.

**Checklist 5: Facilities Considerations**

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*Completed action plans may also be a useful document to share with your Governors to provide a summary overview of actions taken.*

Title: .....

Owner: Lucy Blackmore.....

Consideration	Action	Who	Complete
Building-related systems	These will continue as normal; the heating will be turned to 'low' mode to prevent any germs exponentially reproducing.	SM	Complete
Risk assessments	Risk assessments have been completed for fire safety, looking after chemicals and reducing the transmission of the virus (see accompanying risk assessments). The Local Authority assessment has also been completed	HT and SM	Complete
Contractors	The site manager will risk assess and monitor contractors working on the periphery of the building, e.g. switchboard work at the end of June. October – no more contractors in school without face mask on	SM	Complete
Supplies and services	These will be maintained and carried out as normal to make sure the school premises are running effectively, e.g. PAT testing.	SM	Complete
<i>See accompanying risk assessments with this document.</i>			

Signed.....L.Blackmore..... Date.....04.06.20..and  
08.01.21.....

Once complete please return to *(insert lead name in school for collation & monitoring as part of the overall plan)*

## Guidance: Cleaning Practices & Infection Control

Cleaning and working practices will need to be adapted to ensure stringent hygiene measures are maintained. Ensure your cleaning staff are cleaning where there is a need, and not only their usual designated areas – there will be more flexibility required.

With hand hygiene such a crucial factor in managing the transmission of the virus, pupils (particularly younger children) are likely to need to be reminded of how to wash hands, when to wash them and for how long.

Sanitising stations can be a useful addition at entry points to school, where there are no hand washing facilities readily available. Remember to ensure the appropriate alcohol content of any hand sanitising gel that you use.

### Cleaning regimes

- If teaching staff / support staff are required to clean, consider the products they are to use. If chemicals are supplied by site staff then training is required – including on COSHH, schools colour policy, appropriate PPE, required contact time to ensure effective cleaning takes place, and any requirements for rinsing.
- It may be possible for the Site Manager to make solutions on a daily basis for staff to use, to ensure correct dilution rates and minimise contact with chemicals by those not accustomed to using them.
- Ensure all containers are properly labelled to reflect their contents.
- In Early Years settings, where it is common to have both a morning and an afternoon session, consider how you will approach the cleaning between each session. You will need to determine who will undertake this, and ensure you allow sufficient time after the morning session for a thorough clean of touch points and toilets.
- Increased cleaning of touch points will be required - this is particularly relevant with EY pupils who tend to touch / stroke furniture, fixtures and fittings as they move around. Touch points will generally include toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters etc.
- Ensure disposable cloths are used for cleaning
- When dealing with bodily fluid spillages, follow your usual laid down procedure.

### Shared resources

- Cleaning of equipment, books, toys used by the pupils – consider the practicalities around who will clean these. Limiting the equipment used by each small class group to reduce

number of times cleaning is required, and avoiding rotation of activities during the session

will help.

- It is recommended for you to remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)
- You may need to review practices around the use of school bags e.g. reading books etc that would normally be sent home
- PE / Gym equipment will need cleaning after each use (see also 'shared spaces' and 'lunchtimes and break times' sections). If you have no cleaning staff or site staff on duty at these times you will need to determine who will be able to do this.

### Physical environment

- Where possible, ventilate all spaces well using natural ventilation (windows) or through the use of ventilation units.
- You may find it helpful to prop open some doors, to limit the use of door handles (touch points) and to aid ventilation. However, you must first check whether these doors are there for the purposes of fire safety (see the 'emergency procedures' section for guidance on how to approach this). If you are in any doubt, you should consult with your Fire Risk Assessor.
- Ventilation is also important to consider when cleaning is taking place - particularly if staff are using cleaner disinfectant in a spray form
- Ensure you increase the frequency of emptying bins – the use of bin liners recommended for ease, and to minimise the potential for cross-contamination.

### Equipment and PPE

- Remember to ensure the correct PPE is worn when handling chemicals: this may involve the use of goggles and/or face masks – refer to your CoSHH assessments for details.
- Under current guidance, facemasks are not generally recommended to be worn in schools and educational establishments.
- However, face masks should be worn if a child/ pupil / student becomes unwell with symptoms of Coronavirus while on site and need direct personal care until they can return home.
- For the routine care of pupils who have intimate care needs that involves the use of PPE, this should continue in the same way.
- If individuals become unwell and COVID-19 is suspected, clean the area with cleaner-disinfectant at the recommended dilution. **PPE must be worn whilst cleaning is undertaken.** Following cleaning, double bag the apron, gloves and cloths, store securely for 72 hours then dispose of as normal rubbish.
- If staff are cleaning touch points throughout the day, the use of bactericidal wipes can be an easy way to do this – such wipes must be effective against both bacteria and viruses, and it is recommended for disposable gloves to be worn whilst using them.

### Hand hygiene

Consider ways to re-enforce the key messages around hand hygiene – games, repetition, poster competitions for subsequent display around school etc. Ensure that all adults and children:

- Frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the [guidance on hand cleaning](#)
- Clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing
- Are encouraged not to touch their mouth, eyes and nose
- Use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')
- Ensure all required consumables are readily available – soap, paper towels (where applicable) and sanitising hand gel

**Checklist 6: Cleaning Practices / Infection Control**

In using this toolkit, we would suggest that you can nominate lead members of staff to take ownership of appropriate sections or tasks, to assist in the overall preparations.

This action plan template should be completed, having regard to the guidance contained within this toolkit and other sources of information; and returned to a central point by a pre-determined time. This allows for monitoring of actions through to completion, and an overall audit trail of the measures you have instigated within school.

*Completed action plans may also be a useful document to share with your Governors to provide a summary overview of actions taken.*

Title: .....

Owner: ..... **Lucy Blackmore** .....

Consideration	Action	Who	Complete
Cleaning regimes	The classrooms will be cleaned twice a day and high contact areas will be regularly cleaned through the day.	Cleaners and SM	Complete
Shared resources	We will not be sharing any resources. <b>Laptops and iPad will be allocated to specific year groups.</b>	Staff	Complete
Physical environment	Children will be in their class and year bubbles. They will not use the corridors unless they are going to the toilets. Entrancing and exiting classrooms will be through the fire exits. Children will use playground at allocated time but will not use the equipment. <b>Velcro arrows and spots will help children socially distance in the corridors.</b>	Staff	Complete
Equipment and PPE	Visors and gloves are available to all staff.  There are aprons and gloves and face masks for any incidents that need cleaning.  A divide has been built at the office.	Staff	Complete
Hand hygiene	Hand detergent wash and anti bac is in every classroom and washroom for staff and children to use.	SM and cleaners	Complete

	<p>We have UV lights and gel to make sure our hands are clean.</p> <p>Hand driers should be avoided</p> <p>When signing in and entering through locked door staff must use anti bac.</p> <p><b>Foot dispensers are situated around the site.</b></p>		
<p><i>Please see accompanying risk assessments to this document.</i></p>			

Signed.....L. Blackmore..... Date.....04/06/20...and 08/01/21.**and 05/03/21.....**

Once complete please return to **(insert lead name in school for collation & monitoring as part of the overall plan)**

## Guidance: Emergency Procedures

### Fire Safety

As schools and other educational buildings look towards reopening during this unusual time, the need is even greater to ensure that robust fire emergency procedures are in place. Procedures must be in place in readiness to ensure building users can evacuate the building quickly and safely.

- Ensure the buildings fire emergency plan and emergency procedures are up to date to take into account any changes to the means of escape or location of the fire assembly point.
- Any new or revised emergency procedures should be relayed to all staff members detailing any changes that may have made.
- The daily routine of opening up and ensuring that final exit doors and means of escape must always be maintained.
- It is important that daily registers are taken and maintained accurate to ensure staff and students can be accounted for on the assembly point.
- Check if your fire assembly point is still suitable to provide adequate social distancing.
- Review whether you have a suitable number of trained staff to enable a safe sweep of the building and to provide assistance to staff or students evacuating the building.
- To achieve the 2m social distancing between building users, the layout of classroom furniture may require to be relocated further apart. Ensure that furniture is not located in front of final exit doors or compromise a means of escape.

### Propping open doors

Understandably, during this unusual time concerns will be given to minimising touch points, with doors being one of these. However, fire doors **must not** be constantly wedged open, as this will compromise the design and function of the fire door and as such, it is an offence within current fire safety legislation. If fire doors are required to be held open for long periods of time for logistical reasons, approved hold-open devices are available.

School staff and students should be encouraged to stay in dedicated rooms/areas of the building, thus reducing movement around the building. With strong and robust management procedures developed by the school, introducing **temporary** measures to hold open fire doors for very limited periods of time may be considered. This may be during specific times such as when staff and students arrive and leave the school, where there may be a greater volume of persons moving around the school.

You will need to nominate individuals to monitor and manage such a situation whenever it occurs around the building. As soon as staff and students have finished using the circulation

space, for example, at the end of a break time, the fire doors must be released by the nominated staff and closed immediately.

Such staff will need to monitor the area throughout the time that the door is held open, and in the event of an emergency evacuation being instigated, or signs of fire spotted, release the door immediately. Doors held open temporarily in this way must not be left unattended.

***When considering instigating a protocol such as that outlined above, you are strongly recommended to discuss this with your fire risk assessor.***

During the day when students may require to take a toilet break at times other than set break times, the doors will not be held open. During such times, the schools' hygiene procedures should be followed with hand washing and the use of a hand sanitizer upon returning to the classroom.

### **First Aid**

You will need to consider the number of first aiders who you will have available on site at any one time, and update your first aid risk assessment accordingly.

The HSE have published guidance that can be followed in the event that first aiders' qualifications come to an end during this time and re-qualification training cannot be undertaken <https://www.hse.gov.uk/news/first-aid-certificate-coronavirus.htm>

Some companies are able to provide online training, such as basic paediatric first aid, that can be useful in ensuring a level of first aid provision during this time. When the school returns to normal functioning however, you must ensure normal levels of first aid cover resume.

*See also, section on 'cleaning practices' for further information on measures to take if someone becomes unwell in school with COVID-19 symptoms*

### Checklist 7: Emergency Procedures

In using this toolkit, we would suggest that you can nominate lead members of staff to take ownership of appropriate sections or tasks, to assist in the overall preparations.

This action plan template should be completed, having regard to the guidance contained within this toolkit and other sources of information; and returned to a central point by a pre-determined time. This allows for monitoring of actions through to completion, and an overall audit trail of the measures you have instigated within school.

*Completed action plans may also be a useful document to share with your Governors to provide a summary overview of actions taken.*

Title: .....

Owner: Lucy Blackmore.....

Consideration	Action	Who	Complete
Fire Safety	The fire safety plan is the same as it was, except for the Sunflowers attending the KS1 playground.	SM	Complete
Propping open doors	During the start and finish of the days when there is the most movement fire doors and corridor doors and classroom doors can be wedged open for ventilation. <b>During the day fire doors must remain closed however we manage the risk on a case-by-case situation.</b>	Staff	Complete
First aid arrangements	There will be at least one paediatric first aider on site, and to deputise for that we have a first aiders across the school.	First Aiders	Complete

*See accompanying risk assessment*

Signed.....L. Blackmore..... Date.....04.06.20.....and 08/01/21 and 05/03/21

Once complete please return to **(insert lead name in school for collation & monitoring as part of the overall plan)**

### Guidance: Protecting those at greater risk

Government guidance on who should attend school, and measures for those who are at greater risk is as follows:

"It is crucial to remember that no-one with symptoms should attend a setting for any reason. Eligible children – including priority groups - are strongly encouraged to attend their education setting, unless they are self-isolating or they are clinically vulnerable (in which case they should follow medical advice). If someone in their household is extremely clinically vulnerable, they should only attend if stringent social distancing can be adhered to, and the child is able to understand and follow those instructions.

- children and young people in eligible year groups are strongly encouraged to attend (where there are no shielding concerns for the child or their household), so that they can gain the educational and wellbeing benefits of attending
- vulnerable children of all year groups continue to be expected and encouraged to attend educational provision where it is appropriate for them to do so (for children with education health and care (EHC) plans this will be informed by a risk assessment approach)
- children, young people and staff who have been classed as [clinically extremely vulnerable due to pre-existing medical conditions](#) have been advised to shield. We do not expect people in this category to be attending school or college, and they should continue to be supported to learn or work at home as much as possible.
- Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. Few if any children will fall into this category, but parents should follow medical advice if their child is in this category. Staff in this category should work from home where possible, and refer to the detail in our protective measures guidance
- A child/young person or a member of staff who lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, can attend their education or childcare setting
- if a child/young person or staff member lives in a household with someone who is extremely clinically vulnerable, as set out in the [guidance on shielding](#), it is advised they only attend an education or childcare setting if stringent social distancing can be adhered to and, in the case of children, if they are able to understand and follow those instructions. This may not be possible for very young children and older children without the capacity to adhere to the instructions on social distancing. If stringent social distancing cannot be adhered to, we do not expect those individuals to attend. They should be supported to learn or work at home
- staff and children or young people should not attend if they have symptoms or are self-isolating due to symptoms in their household
- protective measures will be put in place for staff and pupils, as far as is possible, to ensure that the risk of transmission is reduced"

(Source: "Actions for education and childcare settings to take in readiness for a wider opening

from 1<sup>st</sup> June")

### **Identify and protect those at greater risk**

Using the guidance provided above, you will need to consider that you are likely to have members of your school who will be at a greater risk from the virus than others. You should undertake an assessment to identify those individuals and implement appropriate measures accordingly – for staff for example, this may mean continuing with working from home arrangements.

*Remember when asking for such information, the requirements of GDPR. For example, you could ask simply for a positive response from someone in relation to one of the groupings outlined below, rather than asking for full details of the condition, in order to meet the 'minimisation' principle of GDPR. Any medical information that you have will be classed as sensitive personal information, and must be stored and otherwise processed accordingly. You should take advice from your DPO when implementing this section of the guidance.*

- Review the information you have in relation to staff and student medical conditions, to take appropriate action.
- Review and collect as necessary, any information in relation to medical conditions of people within the households of your staff and students, to take appropriate action.
  - Identify those members of staff and students who are extremely clinically vulnerable and adjust arrangements for them accordingly (e.g. work from home and home schooling continues)
  - Identify those members of staff who are clinically vulnerable (but not extremely) and continue with working from home arrangements for this group wherever possible.
  - Identify those students who are clinically vulnerable (but not extremely) and ensure the medical advice for them individually, is adhered to.
  - Identify those staff and pupils who live in a household with someone who is extremely clinically vulnerable, as set out in the [guidance on shielding](#). It is advised they only attend an education or childcare setting if stringent social distancing can be adhered to and, in the case of children, if they are able to understand and follow those instructions. You will need to take a decision based on your local measures, as to whether this group should be in the school setting.

**Checklist 8: Protecting those at greater risk**

In using this toolkit, we would suggest that you can nominate lead members of staff to take ownership of appropriate sections or tasks, to assist in the overall preparations.

This action plan template should be completed, having regard to the guidance contained within this toolkit and other sources of information; and returned to a central point by a pre-determined time. This allows for monitoring of actions through to completion, and an overall audit trail of the measures you have instigated within school.

*Completed action plans may also be a useful document to share with your Governors to provide a summary overview of actions taken.*

Title: .....

Owner: Lucy Blackmore.....

Consideration	Action	Who	Complete
Identify 'extremely clinically vulnerable' members of your school community	N/A, see below	HT	Complete
Identify 'clinically vulnerable' members of your school community	N/A, see below	HT	Complete
Identify members of your school community who live with someone who is extremely clinically vulnerable	N/A, see below	HT	Complete
Identify and implement appropriate measures for anyone identified above	Members of staff falling into these categories will have a discussion with myself and we will evaluate the risk of them in school; and implement control measures to support them in our school work place.	HT	Complete
<i>See accompanying risk assessments</i>			

Signed.....L.Blackmore Date....04.06.20....and 08/01/21 and 05/03/21

Once complete please return to **(insert lead name in school for collation & monitoring as part of the overall plan)**

## Risk Assessment Introduction

The cornerstone to managing any activity safely is to conduct a suitable and sufficient risk assessment to identify the hazards, plan control measures accordingly to reduce the risks arising from those hazards, and to subsequently identify if the activity can proceed safely.

The requirement to undertake risk assessments is embedded in health and safety legislation; with the obligation for you to consult with workers and/or their representatives in doing so. You must share findings from your risk assessments with those affected by them – in this instance, the expectation from Government being for any employer with over 50 employees to share these publicly on your website.

As good practice, we would encourage any setting, regardless of your number of employees, to share these in such a way, to better aid communication with your parents/guardians / carers about the measures you have put in place.

The following risk assessments have been provided as templates only; put together using guidance produced by Gov.UK and other agencies for schools and non-healthcare settings. Schools will need to adapt and complete these risk assessments to reflect their local practices as necessary, and refer to the gov.uk pages for further guidance and up to date information.

## **Risk Assessment – Infection Control and Transmission**

See accompanying document: ‘School coronavirus risk assessment – minimising the risk of transmission’ at:

<https://www.sips.co.uk/coronavirus-support/>

## **Risk Assessment: Control of infection – Site Management and Cleaning**

See accompanying document: ‘School coronavirus risk assessment – Control of infection – Site Management and Cleaning’ at:

<https://www.sips.co.uk/coronavirus-support/>

**Risk Assessment Fire Safety**

See accompanying document: 'School coronavirus risk assessment – Fire Safety' at:

<https://www.sips.co.uk/coronavirus-support/>

**Key Contacts - Risk Management****Health and Safety Enquiries:**

Laura Hadley, Director of Risk Management [laura.hadley@sips.co.uk](mailto:laura.hadley@sips.co.uk)

**Cleaning and Infection Control Queries:**

Karen Andrews, Health, Safety and Facilities Team Manager [karen.andrews@sips.co.uk](mailto:karen.andrews@sips.co.uk)

**Fire Safety:**

Andrew Evans, Fire Safety Consultant [Andrew.evans@sips.co.uk](mailto:Andrew.evans@sips.co.uk)

**SIPS IT:****Technical Support and Services: MIS Support and Conversions**

Chris Hinson, Director of IT & Comms [Chris.hinson@sips.co.uk](mailto:Chris.hinson@sips.co.uk)

**SIPS HR Services:****Consultancy and Administration including staffing, furlough, shielding, self-isolating etc:**

Kim Whiting, Director of HR and Learning [kim.whiting@sips.co.uk](mailto:kim.whiting@sips.co.uk)

**SIPS Governor Support:**

Craig Felton, Director of Finance and Governance [craig.felton@sips.co.uk](mailto:craig.felton@sips.co.uk)

## References / Sources of Further Information

The government have produced numerous guidance documents for schools, many of which you will no doubt have seen already.

As stated earlier, this toolkit is not intended to replace such guidance but to complement it, so for ease of reference, links to some of these key guides are included below:

"Coronavirus-Covid 19: implementing protective measures in education and childcare settings"

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

Coronavirus (COVID-19): actions for educational and childcare settings to prepare for wider opening from 1<sup>st</sup> June 2020 <https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>

Managing school premises, which are partially open, during the coronavirus outbreak:

<https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak>

What parents and carers need to know about schools, colleges and other education settings during the coronavirus outbreak:

<https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/closure-of-educational-settings-information-for-parents-and-carers>

Opening schools and educational settings to more pupils from 1 June: guidance for parents and carers:

<https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june>

### **HSE**

The Health and Safety Executive have a dedicated Coronavirus page, alongside other guidance on the law around issues such Risk Assessments, Buildings and systems safety (water hygiene, gas electricity etc.); emergency procedures and so on:

[https://www.hse.gov.uk/news/coronavirus.htm?utm\\_source=hse.gov.uk&utm\\_medium=referral&utm\\_campaign=coronavirus&utm\\_content=home-page-banner](https://www.hse.gov.uk/news/coronavirus.htm?utm_source=hse.gov.uk&utm_medium=referral&utm_campaign=coronavirus&utm_content=home-page-banner)