

Moorbridge PRU

Action Plan and Risk Assessment

September 2020

On 2nd July 2020, Government published 'Guidance for full opening – schools', confirming their plan for all pupils, in all year groups, to return to school full-time from the beginning of the autumn term.

The guidance applies to all schools. Schools have been advised to minimise the number of contacts a pupil has during the school day as part of implementing a safe system of controls. This is intended to reduce the risk of transmission of COVID-19 and to help school to manage risk effectively.

We know as a school we cannot completely eliminate the risks of COVID-19, but we can take reasonably practicable steps to reduce the risks.

The system of controls provides a set of nine principles to substantially reduce the risk of transmission of COVID-19, whilst school leaders are required to make judgements about how to balance delivery of a broad and balanced curriculum for students, with the measures required to mitigate risk.

Our COVID-19 Action Plan and Risk assessment has been considered and ratified by the Management Committee, consulted with trade unions and employees and shared with parents, students and visitors to the school. Any updates follow this same process. This will ensure that school has identified and accounted for the foreseeable risks, but also that expectations are clearly communicated to those to whom they apply, ensuring individuals are aware and understand why they have been put in place and the importance of adhering to them.

This risk assessment will be reviewed weekly unless circumstances require an earlier revision (e.g. a change in Government guidance, the need to add or adapt safety measures when observed in practice, or in the event of a local lockdown etc).

The Management of Health and Safety at Work Regulations 1999, place a duty on all employers to make a suitable and sufficient assessment of the risks to the health and safety of their employees, whilst they are at work, and to others who may be affected by the employer's undertakings. Implementing protective measures – Public Health advice to minimise COVID-19 risks In education settings, preventing the spread of coronavirus (COVID-19) involves preventing: -

- Direct transmission, for instance, when in close contact with those sneezing and coughing –
- Indirect transmission, for instance, touching contaminated surfaces Government guidance provides the following ‘hierarchy of controls’ to prevent the spread of COVID-19.

Maximising use of these controls will create an inherently safer system, where the risk of transmission is substantially reduced. They are an adapted and extended form of the system of protective measures that were introduced during the summer term for partial re-opening of schools.

- Prevention: 1. minimise contact with individuals who are unwell by ensuring that those who have COVID-19 symptoms, or who have someone in their household who does, do not attend school
- 2. clean hands thoroughly, more often than usual
- 3. ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach
- 4. introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products, such as detergents and bleach
- 5. minimise contact between individuals and maintain social distancing wherever possible
- 6. where necessary, wear appropriate personal protective equipment (PPE) Numbers

1 to 4 must be in place at all times. Number 5 must be adequately considered and schools must put in place measures that fit their particular circumstances. Number 6 applies in specific circumstances. Response to infection: 7. engage with the NHS Test and Trace process 8. manage confirmed cases of COVID-19 amongst the school community 9. contain any outbreak by following local health protection team advice Numbers 7 to 9 must be followed in every case where they are relevant.

Risks and symptoms of COVID19

Main symptoms

The main symptoms of coronavirus are:

- **a high temperature** – this means you feel hot to touch on your chest or back (you do not need to measure your temperature)
- **a new, continuous cough** – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual)
- **a loss or change to your sense of smell or taste** – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal

Most people with coronavirus have at least 1 of these symptoms.

What to do if you have symptoms

If you have any of the main symptoms of coronavirus:

1. **Stay at home (self-isolate)** – do not leave your home or have visitors. Anyone you live with, and anyone in your support bubble, must also self-isolate.
2. **Get a test** – get a test to check if you have coronavirus as soon as possible. Anyone you live with, and anyone in your support bubble, should also get a test if they have symptoms.

Action Plan (from April 2020/ Updated September 2020)

We must be aware that it will be a very different experience for every school and for the different people - pupil, staff and Parents/Carers - within the school. We have some experience of returning to school that we can draw on, we experience this in miniature at the end of each summer holiday, but this return will be much more complex. We will need to be honest with ourselves and each other about how difficult this experience will be. Whatever, the school setting there are going to be a number of key things to consider and include in our plans for the return to school for all.

Considerations	Action	By whom?
<p>Moorbridge has not been shut</p> <p>Despite the news headlines, we know that the majority of schools have not been closed and many school staff have continued to work in schools, including during the school holidays, though not always their own school.</p> <p>Furthermore, all of teachers have continued to work providing education and support from home whilst home schooling their own pupil where applicable. We must recognise these experiences, particularly where staff have continued working over the Easter holidays too and taken a later Easter break. Staff may start tired and this will impact on their ability to lead, manage and respond to change. For teachers of young families and pupil or family to care for they will have had a very stressful time whilst working their full hours so may need some emotional support.</p>	<p><u>Staff Meetings and Information Sharing</u></p> <p>We will take a two pronged approach to this –</p> <ul style="list-style-type: none"> • On a daily basis staff will be able to write any concerns down if they are not able to see SLT personally and place in an envelope on SLT door – SLT will meet at the end of the day – look at issues and devise solutions – all the information will be put in a daily email to staff. • Tony and Sarah have reverted to their previous roles of Key Stage Coordinators – this will ensure that as a staff you have an immediate contact for your Key Stage as well as having Key Stage Meetings – these will on a Wednesday Morning – 8.15 till 8.45 in this Key Stage Meeting we will ensure staff meetings are an opportunity to focus on wellbeing of staff and discuss any pupil of concern. From September 2020 there are three distinct provisions within Moorbridge – Behaviour/Sports Academy (Tony), Vulnerable, Anxious, MH & ASD (Sarah), Vocational (Kat & Dom) <p><u>CPD</u></p>	<p>SLT</p>

	<p>We are fully aware and committed to the importance of CPD – nevertheless at this point we fully understand that the normal approach to CPD will not be possible. We will therefore be launching an Action Research Process which we will use as a starting point for the development of our CPD programme this following year. We will be asking all staff to research and produce a ‘paper’ (1 side of A4) on a topic that you as a staff member are interested in and will benefit the students or staff in our school e.g. different styles of learning. Or complete online training that has been identified as beneficial from feedback to SLT.</p> <p>Staff are <i>not expected to mark books</i> but feedback only verbally for the first few weeks allowing them to go home after the pupil have left.</p> <p>Staff are only expected to spend the first few weeks back assessing the pupil’s academic, social and emotional needs through running open activities, talking, playing and enjoying the curriculum. This may require staff to ‘alter’ the pupil’s original baseline if they feel as the pupil have ‘dropped back’ in their current attainment. We are not requiring you to re-assess/examination of pupils abilities but for you to use your professional judgement from the work produced.</p> <p>This will not need a vast amount of planning for and, again, minimise workload for teachers.</p> <p>All staff must be given time to talk with SLT regarding their own experiences at home and any support we can offer.</p>	
<p>Don’t pretend that everything is normal</p> <p>For many of us, adults and pupil, the return to school will be greeted with a huge sigh of relief and we will want to pretend that the world is returning to how it</p>	<p>Assemblies will not be taking place but the Coordinator will go around and speak to each class once a week in Nurture time.</p> <p>All staff and pupil will be reminded that we will take our time to return to ‘normal’ and it will be done in a holistic way.</p>	<p>Coordinators Staff</p>

<p>was, but we will all have been changed by the experience of Coronavirus. It will take time for us to adjust to the 'new' normal. We will need to recognise and allow for this by being kind to each other and ourselves.</p>	<p>If we acknowledge the huge historical event we lived through and report that we can allow ourselves to blend back in to normal when all parties show they are ready. This will be reviewed daily by SLT and weekly by all staff.</p> <p>If wellbeing is cared for the pupil will hit the ground running when they are ready and make up the lost learning relatively quickly as evidenced in other countries. This is what we do best at NTSSS, our support and nurture of pupils is always exemplary. This needs to be first and foremost in our minds.</p>	
<p>Re-establishing routines</p> <p>For many the re-establishment of routines will be difficult. This will not just be for school routines; it will also be for those basic daily life routines, such as sleep and getting up – many pupils will have been up till very late each night, will have slept in until lunchtime and have eaten irregular meals.</p> <p>At the beginning of term after the Summer Holiday there is often a high level of anxiety, but this will be on a larger scale. We will need to allow a period of adjustment and be aware of the impact of trying to re-establish these routines for staff, parents and pupil. We will need to re-learn the rhythm of the school.</p>	<p>It is important for the transition back to school to involve a routine being put in place swiftly as pupil prefer routine and it gives them a sense of comfort. We will be expecting all pupils in from 9.30 till 3pm (with 2.50 till 3pm being reward time for those who have achieved their points)</p> <p>In addition to this we will be putting into place the following routines</p> <ul style="list-style-type: none"> - • All classrooms will have no more than 8 pupils (KS3) and 12 Pupils (KS4) and their desks will be placed in a position by the caretaker. • Each desk will be marked by yellow tape on the floor so that the pupils are aware of the area they must be in. • The teacher and TA will also have a marked out area and there will be in all classrooms a table in the centre where pupils can place their work and step back, then the teacher can look at their work and offer feedback and support. • We will also have a one way system in school. • Corridors will be marked with 2m lines. • Pupils will enter school via the back of the school and be asked to wash their hands on arrival. • Doors in the corridors will be open at all times to avoid pupils touching handles unnecessarily. 	<p>All Staff</p>

	<ul style="list-style-type: none"> All pupils will stay in their classroom (we have discussed a break but will revisit this after the first week if necessary because of the logistics and the pupils are only in school for just over 2 hours) <p>Some families may struggle and it is important for the school to acknowledge this and offer help where needed to assist the pupils in returning to school.</p> <p>Pupil will be very tired (as will staff) even in the short period of time and so the timetable will need to account for this and organise for more open activities.</p> <p>Pupil will have been eating at very odd times and may be more hungry – we can provide ‘tea and toast’ on arrival but we need to discuss the utensils and crockery being used.</p>	
<p>Re-establishing expectations</p> <p>We are aware that different people will have had very different experiences during the lockdown. Some will have been in school throughout, though for them school will have been a very different place. The majority of pupil will have been at home and each of them will have had their own experience. It will take time to re-establish and re-learn the expectations of school behaviour and learning. We know that much of learning is based on practice and we will all be out of practice with this.</p>	<p>The key here is re-establishing behaviour expectations, how we speak to each other, how we treat each other and our attitude to being in school.</p> <p><i>The learning will ONLY happen when this is all established – if learning is not taking place but this is happening on a nurturing level <u>we as an SLT will be satisfied – we want happy and safe pupils who want to be in school.</u></i></p> <p>Daily talks with the class by the Leadership Team, Key Teachers or Link Workers to remind them all is well, creating a safe environment, reminding them they are <i>loved</i> and cared for and we value each and everyone of them.</p> <p>With this they are reminded of respect for each other, love for each other and what that looks like again, thus re-creating the nurturing</p>	<p>All Staff</p>

	<p>ethos and culture we had – this is a culture which we are proud of at Moorbridge and know we have always demonstrated this well in the past - this will move on to attitude to learning. Think how many pupils you alone as a member for staff along with other members of the team have helped to transform in the past – we can do this again together.</p>	
<p>Differences in learning</p> <p>Across schools there will be a huge range in what learning pupils have engaged in while not in school – the majority of our pupils have not engaged in any learning whatsoever – although they have been provided with the opportunity to do so – for pupils with Autistic Traits they often feel that home is home and school is where the learning takes place therefore they will not take place in home learning. We have actively encouraged parents/carers not to get into conflict with their sons/daughters as life is stressful enough.</p> <p>There will of course be pupils who have spent every day, including the holidays, engaged in formal learning activities and completed every piece of work set by the school. Equally, there will be pupil who have not engaged in any focused learning activity for the entire time they were not in school. We will need to respond to what pupil have learnt, not what we expected them to have learnt. We will need to understand what pupil have learnt and what they have forgotten.</p> <p>Even more, those who have been a carer for a sick relative or dealt with grief for someone they couldn't</p>	<p><u>Assessing learning:</u> We will do this informally, to restart pupil's schooling <i>without</i> formal testing to mitigate any focus on re-building relationships and exacerbate the anxieties about restarting formal schooling.</p> <p>It will be more important to value and celebrate what pupil have learnt. The teachers will spend time allowing the pupil to 'show and tell' what they have been doing, what they have learned and what their lives have been like over the lockdown. We can then assess them academically using our professional judgement as teachers as well as socially and emotionally.</p> <p>Key to this is celebration and recognition, will be to remember that much of what pupil may have learnt will be very different to 'school learning' and certainly not on the curriculum. We will need to take time to find out who has learnt what – this could be anything from making cakes, to key facts about the world eg the pollution levels and visibility of some of the world famous landmarks for instance the Great Wall of China.</p> <p><i>Teachers' responses are key to how pupil are able to reintegrate into school and the people that they will become.</i></p>	<p>All Staff</p>

<p>see eg. A – has been taken into Care and E mum has committed suicide.</p> <p>This learning and possible trauma is not on the curriculum but will be key to who our pupil are.</p>		
<p>Exclusion</p> <p>For many schools there is divisions between access to learning during the lock down for different pupil. Successful accessing of learning from home depends on many factors. Our pupil's will be fairly independent in their learning if they are engaging. For Parent's to have guided pupils it will rely on Parent's skills, interest and commitment. It is further impacted by the parents' work commitments, educational and language levels. Further there are issues of space to learn, as well as access to physical and online resources – we are aware many of our pupils are at a disadvantage because of the above.</p>	<p>Many of our pupils and parents/carers do not have access to a laptop and only have access to phones. Many pupils do not have access to WIFI and will not 'waste their 4g data on learning' many parents have not had the capability to get their child logged on and accessing the tasks for different reasons.</p> <p>Some pupil may feel they have missed out. We must acknowledge that this may not have been their fault that they did not manage to carry out much 'learning'.</p> <p>Whilst we will celebrate the 'learning' online we will also look at what pupil are doing to entertain themselves, how they have shown resilience, patience and kindness at home so as not to discriminate against the pupil who have not been able to do much work online.</p>	<p>All Staff</p>
<p>Difference between those who have been on site and those who have not</p> <p>There will be significant differences for pupil who have and have not been on the school site during the lock down. It would be wrong to assume that those who have been in school are OK. We need to remember that these are our most vulnerable families.</p>	<p>We will ensure we use their experience to highlight to pupil that it is safe in school as long as we wash our hands, keep some distance and use a tissue to sneeze or cough. The 3 pupil will be proof that it can be done and we can use them which will be lovely for them as they may feel hard done by for having to go to school. This will allow us to celebrate their achievements with going to school and keeping safe.</p> <p>They will have made new friends who they now have to part from. Speak with the pupil and see if they want to keep contact – penpal/email etc.</p> <p>They can model to the other pupil how they kept safe and still managed to have a great time playing and learning.</p>	<p>All Staff</p>

<p>Safeguarding</p> <p>Domestic Abuse</p> <p>We will need to be really vigilant about pupil who have experienced abuse during the lock down. There has been a significant rise in domestic abuse during the lock down. Many pupil will have suffered significant harm during this time. We need to be aware of this as a possibility for all our pupil, not just the ones we had identified as vulnerable.</p> <p>Online abuse</p> <p>In addition, we need to be aware of the threats and possible abuse that pupil may have experienced online during this time. There are increased risks from adults and the exposure to harmful images and threats.</p> <p>Online bullying</p> <p>Further, as the lock down has forced more and more of pupil's social lives to move online, we need to be aware of the increased risk of online peer on peer abuse.</p>	<p>The first half term will be dedicated to creating a safe environment for all pupil and allow them many regular opportunities to talk about their experiences.</p> <p>We will need to ensure that pupil have safe spaces to talk about their experiences during the lockdown. We will need to ensure that all pupil have access to trusted adults who will listen them and are ready and trained to respond to them effectively. This will be 1:1, small group sessions and whole class.</p> <p>All staff to receive a safeguarding briefing on how to respond to disclosures on return to school.</p> <p>We need to remember that it may take a long time for pupil to reveal any abuse. They may communicate it through behaviour and other indicators, rather than through disclosure. All staff need to be aware of this and able to respond appropriately and immediately. We are not to assume poor behaviour is due to being back in school but could be the child trying to communicate a frustration.</p>	<p>All Staff</p>
<p>Bereavement</p> <p>It is essential that we are clear with pupil who has died and who has not returned to our setting for some other reason- house moves, job changes, parents deciding to continue with home education, etc. This will need to be discussed, or pupil and social media will build up rumours and stories that will be neither helpful or healthy.</p> <p>Even for those who have not experienced a death in their family or community, any illness will become a greater source of anxiety as the link between illness and death will have been reinforced in a way that was</p>	<p>As a school family we are transparent about any changes that have occurred. This can be within class setting where necessary or during Key Stage assembly. We have had some pupil move to other schools over the period and we want to share with the pupil how we wish them luck and can send a card to the child if they wish, allowing them to say goodbye.</p> <p>The school will take time to look at how many people recovered from the illness due to the skills and care of the NHS, the money that was raised to support them, the encouragement given by the nation (clapping) and find a way to let them know how thankful we are. The pupil can come up with a way to share the message to NHS but also</p>	<p>All Staff JI JW</p>

<p>not common experience in twenty first century Britain. This will lead to more anxiety and may make many pupil (and adults) more risk adverse.</p>	<p>the great success of this number to the community and be a voice of celebration.</p> <p>Staff will refer to the SENCO – Julie Kalama where a child has experienced bereavement or have fear and JI or JW will support them too.</p>	
<p>Sensory needs Many pupil will be looking forward to the return to school but will find being around people difficult, frightening and overwhelming, particularly if we move rapidly from social distancing to a return to school. We will need to be aware of this and support it. For some pupil this will be exacerbated by a fear of people in general. Having experienced weeks, or even months, of social distancing, pupil will have received an implicit message that other people are dangerous. Further, their experience of other people, beyond their immediate family, within their personal space will have been limited. For many the hustle and bustle, movement and number of people in school will be difficult. We need to be aware that many will express their sensory issues and anxieties about the proximity of others physically.</p>	<p>We will be aware of any sensory issues being highlighted and it is imperative that there is control in walking, gathering etc. Calm and orderly, quiet where necessary but always quiet space available. Many pupil will be used to quiet now and alone time and may crave it. Staff will use the intervention rooms and hall for separating pupil out, creating small calm group work.</p> <p>Pupil will be made aware this could be an issue and should speak with a member of staff if they feel they need some down time.</p> <p>Many pupil have not been in a room with more than a few people for months and life has probably been very quiet, so the classroom will seem very noisy. Staff must ensure the level of noise is kept low where possible, but where it is not then always reminding pupil where the quiet spaces are.</p> <p>All staff to be vigilant, looking for signs of stress.</p>	<p>SENCO All Staff</p>
<p>Separation anxieties The majority of pupil will have become use to being with their parents and immediate family for an extended period. Even for those who are excited to regain their freedom and see their friends, this is a potential source of anxiety. There will be pupil who struggle with this separation and experience anxiety while they are in school, particularly where their</p>	<p>Many pupil separate from their families easily every day, but in normal circumstances some do not. Staff know who those pupil are, however, now there may be many more who do not want to leave their family, because:</p> <ul style="list-style-type: none"> • They can keep their family safe if they are with them • They can see that the family are ok if they stay home • They will miss them • They don't want to be surrounded by lots of people 	

<p>family includes key workers or those going back to work in crowded spaces.</p>	<ul style="list-style-type: none"> • They don't want the stress of formal learning again to name but a few reasons. <p>Staff will constantly reassure the pupil that the family are safe, all working, shopping etc just as we would when a child shows these anxieties. Staff can call parents midday to check in and reassure the child they have spoken to family and all is well.</p> <p>For pupil particularly distressed we can arrange for pupil/parent to talk in the middle of the day.</p>	
<p>Special needs</p> <p>The impact of all these issues will be even greater for those with special needs. Their learning will have been impacted as will issues of being or not being in school, managing change, routines and anxieties. There will be particular issues with managing transitions into school and where there is a change of setting.</p>	<p>For most of our SEN pupil the biggest hurdle will be expectations of behaviour, establishing routine again and reassuring them that all is ok.</p> <p>The class will need a visual timetable every morning to reassure the pupil how the day will look.</p> <p>The class will need excellent behaviour management using positive reinforcement as many pupil will have forgotten how to behave (shouting out, talking over each other, poor language).</p> <p>JI or JW will be available to work with pupil struggling.</p> <p>Pupil will not remember how to behave immediately and may take a couple of weeks to get those good habits back, so patience will be a virtue!</p> <p>If necessary, create a reward chart with the behaviours we do want to see and at the end of the day discuss with the child how they think they did. The chart should be seen at all times.</p>	<p>SENCO All Staff</p>
<p>Support for staff</p> <p>As school communities we will need to support our staff, including those who have experienced loss and trauma. Some will have been in school without a real break throughout the crisis, while others may have been working exclusively from home. Others will not have been working at all. We need to allow ourselves time to rebuild and reform our school communities. We need to consider particularly the stress Headteachers have faced and their need for support.</p>	<p>Management Committee will need to focus on wellbeing of staff over the first half term particularly.</p> <p>Data will not be accurate as it will be from Easter break and pupil will be being assessed carefully over the Autumn term. The newest accurate data will not be available until December. Many pupil will not have moved forward in their learning and therefore it may take up to 18 months to recover.</p> <p>Staff will not be spending time on monitoring learning, writing reports based on subjects, or implementing any new initiatives over</p>	<p>JI/JW</p>

<p>Many have made difficult decisions and had to respond to a barrage of government guidance which often has been less than clear. This was not part of the NPQH! There is a clear role for governors to support all their staff, particularly school leaders.</p>	<p>the Autumn term and therefore this information will not be available to Management Committee. The focus will be on assessing pupil, supporting pupil and creating the correct healthy environment so that when pupil are ready to learn they will fly.</p> <p>No members of staff have had any experience of the last few months and so are not well equipped to inform, advise or manage the situation without some form of doubt. Management Committee must accept there will be some ‘feeling our way’ based on what we know about how pupil learn, how we know our families and from DFE / Safeguarding/ Educational psychologist advice.</p> <p>The Management Committee will need to ensure all their communication with staff is relating to pupil’s and adult’s wellbeing during Autumn term.</p> <p>The return to school will undoubtedly offer the DSL and DDSL many new disclosures to deal with, stressed and emotional parents and this will take a lot of time as well as cause emotional upset for the staff. Management Committee will need to nominate members to support the DSL/DDSL during this time so they can discuss what they are dealing with.</p> <p>Staff will have an number of opportunities in Term 1 to ensure their MH and Well Being – eg Fitness Sessions after school x 3 week, Group Therapy Sessions, Staff Health and Well Being Sessions.</p>	
<p>Relationships</p> <p>Key to all of this is going to be re-building relationships. We need to be aware that this will not happen overnight. We need to give ourselves time and be kind. We will also need to address that many pupil have just spent months in only the company of their parent/s and will struggle to separate for a while. They have not played with friends or had to compromise. This may cause tension as friends play games with rules.</p>	<p>Ensure all playing is supervised and scaffolded, at every opportunities reminding pupil how we play together, compromise, share and work together just as we did before.</p> <p>Always taking time to remind the pupil how we do things at Moorbridge helping them to regain that identity and the culture and ethos that comes with it.</p> <p>Rewards used all the time to positively promote the characteristics we seek to see.</p> <p>Some pupil will have reverted back to more childish behaviour and we ask that staff are patient with this and remind the pupil how we speak at school without reprimand.</p>	<p>All Staff</p>

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Risk Assessment Moorbridge PRU

1.0 PEOPLE MANAGEMENT AND COMMUNICATION

Hazard	Risk	Control Measures	Site Comments
1.1 Prevent spread of COVID-19	Employees, pupils, contractors, visitors. Contracting Coronavirus	<ul style="list-style-type: none"> • School will engage with the NHS Test and Trace process • The school will keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups • Schools follows current government and HR advice on who can return to work and who should remain at home. • Members of the Senior Leadership Team and Management Committee to familiarise themselves with the COVID-19 inspection checklist • Senior staff visibly present around school to support and reinforce safety measures • This risk assessment will be reviewed on a daily/two daily/weekly, etc (delete as appropriate) basis in consultation with all staff to ensure any issues can be addressed • Task-based risk assessments which may be applicable have been reviewed and updated to include any specific COVID-19 control measures. This is cascaded through to relevant staff prior to undertaking such activities • Hand washing and hand sanitiser 'stations' have been made available around the premises so that all pupils and staff can clean their hands regularly • School will keep groups separate (in consistent 'bubbles' – Whole School) to minimise contact between individuals and will maintain social distancing wherever possible • School has reviewed teaching groups to ensure smaller bubbles can be maintained and isolated from other bubbles 	

		<p>within the same year group – all pupils will remain in their own Key Staff Class and only move to specialist classrooms.</p> <ul style="list-style-type: none">• As we are using larger groups (Whole school bubble), school will ensure the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate.• School has ensured that staff who need to move between bubbles can maintain 2 metres social distance from other pupils and adults• Lesson changes are staggered to minimise large groups of pupils moving at one time• Pupils to be kept in same rooms following lesson change with staff members moving between classrooms instead to minimise movement throughout building• Where staff move instead of pupils, school has put process in place to ensure staff members cannot leave pupils until new teacher arrives – in classes at Moorbridge there are always two members of staff so this should not be a problem but all staff should call for support using the radio if this does not happen.• The number of staff who operate across different classes and year groups in order to facilitate the delivery of the timetable and specialist provision have been minimised so that the same teachers teach groups wherever possible throughout the week.• Where 2 metres social distancing cannot be maintained by staff (e.g. due to specific needs of pupils), the school have limited the number of individuals which such staff members may come into contact with pupils – eg those pupils with SEN and have 121 support.• Staff who are expected to carry out positive handling controls will adhere to strict personal hygiene measures which includes - there are spare clothes in the Shower room and towels and toiletries. We ask that anyone who is involved in positive handling ensures that they shower immediately afterwards and 'bag' clothes to be washed at 60 degrees C – this can also be	
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		<p>done at school. It would be advisable for all staff to have a change of clothes at school.</p> <ul style="list-style-type: none">• Classes are limited to 8 pupils and 2 staff in KS3 and 12 pupils and 2 staff at KS4 except for Route 16KYS who has 16 pupils across 2 classrooms and 3 staff.• 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• Children 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 – all school premises are cleaned and tidied at the end of the school day then the whole school is sanitised on a nightly basis.• Students use same desk each day if they attend on consecutive days – these are named and pupils have their own pencil/pen containers.• Posters displayed to follow social distancing• Drinking fountains taken out of use for anything other than re-filling water bottles.• School timetable has been reviewed to ensure lessons which can be carried out in wider spaces (such as outdoors or in hall) do so and with a view to ensure movement around the school at the same time is kept to a minimum• Ongoing communications (posters, emails, inductions, briefing, toolbox talks) has been provided to all staff which includes:<ul style="list-style-type: none">○ Risks and symptoms of COVID19○ Advice regarding self-isolation of those showing signs or symptoms until a test has been carried out to confirm diagnosis○ Social distancing measures○ Emergency procedures (i.e. first aid – Gail and Elizabeth and Fire – Michael T, Allison and Zac)○ Effective infection control including hygiene measures○ Specific or individual risk assessment findings	
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		<ul style="list-style-type: none"> ○ Wellbeing points and any issues ● Ongoing communications emails, telephone calls, briefing, has been provided to all parents which includes: <ul style="list-style-type: none"> ○ Risks and symptoms of COVID19 ○ Advice regarding self-isolation of those showing signs or symptoms ○ Social distancing measures ○ Modelling of appropriate hand washing and hygiene techniques (including catch it, bin it, kill it) ○ Not to enter the school if they are displaying any symptoms of coronavirus ○ If their child needs to be accompanied to school, only one parent should attend ○ drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact - Entrance and exit to the school will be for the majority of pupils through the back entrance – if pupils are being picked up staff will be aware and escort to the front of the school. ○ They cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely) ○ Recommendations on transport to and from education or childcare setting (including avoiding peak times). ○ Education resources such as e-bug and PHE schools resources ● Ongoing communications (posters, emails, inductions, briefing, toolbox talks has been provided to all pupils which includes: <ul style="list-style-type: none"> ○ Risks and symptoms of COVID19 ○ Advice regarding self-isolation of those showing signs or symptoms ○ Social distancing measures ○ Emergency procedures (i.e. first aid, fire) 	
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		<ul style="list-style-type: none"> ○ Effective infection control including hygiene measures including modelling of appropriate hand washing and hygiene techniques (including catch it, bin it, kill it) ○ Recommendations on transport to and from education or childcare setting ○ Education resources such as e-bug and PHE schools resources 	
<p>1.3 Staff or pupil shows signs of COVID-19 while on school premises</p>	<p>Employees, pupils, contractors, visitors.</p> <p>Contracting Coronavirus</p>	<ul style="list-style-type: none"> ● If anyone becomes unwell with a new, continuous cough, loss of taste or smell or a high temperature in school, they will be sent home and advised to take a test and self-isolate. Where the child, young person or staff member tests negative, they can return to their setting (if they feel well and no longer have symptoms similar to COVID-19) and the fellow household members can end their self-isolation. ● If they test positive, they can only return to school 7 days following isolation and only if they do not have symptoms other than cough or loss of sense of smell/taste (If they still have a high temperature, they should keep self-isolating until their temperature returns to normal). Other members of their household should continue self-isolating for the full 14 days. ● If notified of a pupil or member of staff have been confirmed as a COVID-19 case, contact will be made to the local health protection team at PHE on 0300 303 8596 option 1 to get further support or advice before taking any action in the wider school. ● The School will assist the local health protection team by identifying who has been direct close contacts, proximity contacts or has been travelling in a small vehicle with the infected person ● If a child or staff member is awaiting collection, they will be moved, if possible, to the reception area where they can be isolated behind a closed door. A window will be opened for ventilation. If it is not possible to isolate them, they will be moved to an area which is at least 2 metres away from other people. 	<ul style="list-style-type: none"> ●

		<ul style="list-style-type: none"> • If they need to go to the bathroom while waiting to be collected, they will use a separate bathroom if possible – this is located in the corridor next to the lift. The bathroom will be isolated until it is cleaned and disinfected and sanitised using standard cleaning products i.e. a household detergent followed by disinfectant before being used by anyone else. • If a child needs to be accompanied for any reason - PPE will be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained. This includes disposable gloves, disposable plastic apron, fluid resistant surgical facemask (include eye protection if client is coughing or sneezing) • In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital. • If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they should wash their hands thoroughly for 20 seconds and clean the affected area with normal a household detergent followed by a disinfectant 	
1.4 Mental health and wellbeing	All staff and pupils due to demands, control (or a lack of), support, relationships, role and change	<ul style="list-style-type: none"> • The Management Committee and senior leaders are working with staff to implement flexible working practices in a way that promotes good work-life balance and supports all staff including leaders. • Workload is carefully managed with staff who are having to stay at home due to health conditions are supporting remote education, while others focus on face-to-face provision. • Where resource and curriculum planning needs aren't able to be met, consideration will be given to ways of utilising extra resources 	<ul style="list-style-type: none"> •
1.5 Visitors to premises: Including Contractors,	Employees, pupils, contractors, visitors.	<ul style="list-style-type: none"> • School will implement a system for recording visitors onto premises including direct contact numbers to assist with track and trace program – this will be kept in the reception area and all details will be collated for each day. After 1 month this information will be destroyed. 	<ul style="list-style-type: none"> •

<p>parents and deliveries</p>	<p>Contracting Coronavirus</p>	<ul style="list-style-type: none"> • Visitor access is restricted to essential visits only. • Where visits are essential school will look at alternative methods of working including: <ul style="list-style-type: none"> ○ Elimination of the need for the visit (Use of technology to carry out appointments) ○ Reduce the number of employees the visitor could potentially encounter (Out of hours working, school holidays, evenings weekends). ○ Reduce the amount of time within our premises ○ Limit the numbers of visitors (Appointment system, Access controls) ○ The only visitors allowed in school are – Police, Social Workers, Educational Psychologists, Family Partners and the Language and Communication Team • Communication in the form of letters, email, signage, onsite has been provided to parents, visitors or suppliers: <ul style="list-style-type: none"> ○ Not to enter the education or childcare setting if they or any of their family are displaying any symptoms of coronavirus ○ Visitors must wash/sanitise their hands upon entering our premises. ○ Reminding them of social distancing measures in place ○ Plans for opening for example, cleaning, catering, food supplies, hygiene suppliers ○ communicating revised travel plans where appropriate (for instance, to agree pick-up and drop-off times) • Physical barriers at entrance to prevent access of visitors until measures above have been clarified - there is an intercom system in place. • Waiting room furniture has been rearranged and removed to ensure social distancing. 	
<p>1.6 Adults or Children with (or living with)</p>	<p>Employees, pupils,</p>	<ul style="list-style-type: none"> • The school will keep up to date and follow government guidelines relating to individual risk factors (including those who 	<ul style="list-style-type: none"> •

<p>particular characteristics, additional or complex needs including those with IHCP's,</p>	<p>contractors, visitors.</p> <p>Contracting Coronavirus</p>	<p>are clinically vulnerable and clinically extremely vulnerable) and local measures if higher rates are in place.</p> <ul style="list-style-type: none"> • Clinically vulnerable colleagues and Clinically extremely vulnerable colleagues should work from home in their own role or another role if their own role is not practicable, wherever possible. If this cannot be facilitated the safest available on-site roles should be considered to enable them to stay 2m away from others. If they have to spend time within 2m of others, it must be carefully assessed whether this involves an acceptable level of risk. • An individual risk assessment will be completed when an individual is either returning to the workplace in either their existing role, an amended version of their existing role or an alternative role and the potential level of risks to that individual are different or where there are additional hazards not covered in the existing risk assessments. Employees who may require a COVID-19 individual risk assessment include the following: <ul style="list-style-type: none"> ○ Clinically Vulnerable employees ○ Clinically Extremely Vulnerable Individuals ○ Employees with other risk factors (see below) <ul style="list-style-type: none"> ▪ Black, Asian, Minority Ethnic (BAME) individuals ▪ Age ▪ Male ▪ Mental Health condition or disability ▪ Other underlying health condition or disability • Pupils who have previously been required to shield and remain under the care of a specialist health professional will have their individual health care plan reviewed with their health professional before returning to school • Pregnant women are in the 'clinically vulnerable' category and will have an individual risk assessment completed which will also follow the relevant guidance available for clinically-vulnerable people – we will work with such members of staff on an individual basis to best meet their needs. 	
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| | | <ul style="list-style-type: none">• If staff, parents or pupils with particular characteristics or significant risk factors are concerned, the school will discuss their concerns, explain the measures that are in place to reduce risks and ascertain whether anything additional can be done to support areas of apprehension• Activities which could increase the likelihood of coming into contact with another person's bodily fluids are individually risk assessed to see if the contact can be eliminated, reduced, isolated.• The needs of children will be considered to ensure they get the right level of support to follow measures associated with COVID-19 transmission (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules)• Suitable PPE should be worn where a child becomes unwell with symptoms of coronavirus while at school and needs direct personal care until they can return home. A face mask will be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn• A risk assessment will be carried out (or reviewed) for children who have an education health and care (EHC) plan to ensure that their needs can be safely met in the educational environment. Parents and young people (if they are over the age of 16) will be contacted and involved within the planning or review of care plans/risk assessments• School will carry out a risk assessment if it is deemed that a child may not be able to follow instructions, to determine what mitigations need to be put in place and whether, in rare circumstances, they should stay at home.• For children who require it, staff will use simple language to explain safety measures, and reiterate and reinforce key | |
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		<p>messages. This will include safe routines for access to toilets, hand-cleaning and break and lunch times should be put in place.</p> <ul style="list-style-type: none"> • Additional support for pupils to clean their hands regularly, including when they arrive at the setting, when they return from breaks, when they change rooms and before and after eating. • Staff working with children and young people who spit uncontrollably provided with more opportunities to wash their hands than other staff • Pupils who use saliva as a sensory stimulant or who struggle with 'catch it, bin it, kill it' provided with more opportunities to wash their hands than children and young people who do not. • School has made an assessment of the cleanability of equipment used in the delivery of therapies (for example SEMH Team, sensory equipment), to determine whether this equipment can withstand cleaning and disinfection between each use (and how easy or practical it would be to do so) before it is put back into general use. Where cleaning or disinfection is not possible or practical, resources are restricted to one user, or be left unused for a period of 48 hours (72 hours for plastics) between use by different individuals and this will be sanitised. • The school has reviewed competencies of staff to ensure there is sufficient numbers of individuals trained to carry out support/interventions to cover absences/self-isolation 	
<p>1.7 Emergency Procedures</p>	<p>Employees, pupils, contractors, visitors.</p> <p>Contracting Coronavirus</p>	<ul style="list-style-type: none"> • School will ensure key posts are present within school at all times, this includes <ul style="list-style-type: none"> ○ First Aiders (Gail and Elizabeth) ○ Safeguarding Lead (Tom Mitchell and Gary Turnbull) ○ Fire Wardens (Michael T, Allison M and Zac) ○ SLT (Karen, Catherine and Gill) ○ Facilities / premises management / caretakers (Zac and Business Manager Building/Health & Safety Michael Tate) • Emergency procedures have been reviewed to ensure that arrangements remain valid for Fire Safety including the numbers and locations of trained fire wardens and the validity of Personal 	<ul style="list-style-type: none"> •

		<p>Emergency Evacuation Plans considering social distancing measure where possible.</p> <ul style="list-style-type: none"> • Procedure in place to close the school or nursery at short notice if staffing levels fall to levels where safety cannot be assured – this will be based on a needs assessment of the pupils and may need to change on a daily basis. Year 11 pupils and those with EHCP's, children of Key Workers will be prioritised. • Everyone will maintain 2 metre separation as far as possible during evacuation and at assembly points. • Practice drills will continue as normal to ensure pupils have awareness of actions to take including one within the first week back • If there is a reduced occupancy period the school will: <ul style="list-style-type: none"> ○ carry out weekly checks of alarms systems, call points and emergency lighting ○ carry out regular hazard spotting to identify escape route obstructions ○ check that all fire doors are operational • Social distancing enforced where possible at assembly points. • Current first aid provision has been reviewed to ensure enough first aiders including Paediatric First Aid (attached to this document) • First aid kits have been reviewed to ensure surgical masks, face shield, disposable gloves and hand sanitiser (at least 60% alcohol) are available • First Aiders for the school have been issued with the current advice and guidance produced by the resus council and will follow identified disposal methods including double bagged, stored for 72 hours and then disposed of. (Attached to this document) 	
2.0 Effective infection protection and control			
2.1 Cleaning	Employees, pupils, contractors, visitors.	<ul style="list-style-type: none"> • School will follow the COVID-19: cleaning of non-healthcare settings guidance • School will ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser (at 	<ul style="list-style-type: none"> •

	Contracting Coronavirus	<p>least 60% alcohol) in classrooms, access/egress points and other learning environments</p> <ul style="list-style-type: none">• School will provide skin care systems to prevent skin issues such as dermatitis• Surfaces that children are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, will be cleaned more regularly than normal• Pedal operated lidded bins available for the disposal of tissues and contaminated waste – double bagged, stored for 72 hours and then disposed of• Adequate supplies of disposable tissues, surface wipes, sanitiser (at least 60% alcohol) and suitable pedal bins in all teaching rooms• All adults and children will:<ul style="list-style-type: none">○ 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○ be encouraged not to touch their mouth, eyes and nose○ asked to use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')• School will ensure that help is available for children who may not understand why; or have trouble cleaning their hands independently. Practise through observation, games, songs and repetition will be encouraged• Bins for tissues are emptied throughout the day• where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units• If using alcohol-based hand sanitiser (at least 60% alcohol ensure your hands have fully dried off prior to contact with any potential sources of ignition, included static electricity created by touching metal objects.	
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| | <ul style="list-style-type: none">• Thorough cleans where someone has been diagnosed with Covid-19 and have been in the premises within 72 hours. – school is sanitised on a daily basis.• Alternatively, close off the area until 72 hours has elapsed. If member of staff diagnosed has not been in the office for 72 hours no action required.• When purchasing/using substances a hierarchy of control is implemented which considers;<ul style="list-style-type: none">○ Elimination○ Substitution○ Engineering Controls○ Administrative Controls○ Personal Protective Equipment• Each substance will have an individual COSHH Assessment which identifies Hazards and control measures for employees to follow.• Alongside the COSHH Assessment will be the Safety Data Sheet to provide additional information. These assessments to be shared with staff.• Good hygiene practices – do not eat drink or smoke whilst using substances.• Staff to be instructed to refrain from bringing in their own cleaning products – all classrooms have a cleaning station and products are provided.• Cleaning staff to change into uniform on arrival and remove uniform prior to egress from building. These should be suitably laundered• Suitable storage of hand sanitiser taking into account the risks around ingestion and fire where substances are stored in bulk• Any hand sanitiser dispensed from large bulk containers to smaller ones are labelled with similar labelling as the bulk container, to ensure the user is aware of any hazards it may present. This should also include any instructions on how to use the hand sanitiser. | |
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<p>2.2 PPE</p>	<p>Employees, pupils, contractors, visitors.</p> <p>Contracting Coronavirus</p>	<ul style="list-style-type: none"> • It is important to recognise that PPE is only one element of safe and effective infection prevention and control and you should always ensure the following practices: <ul style="list-style-type: none"> ○ Robust hand hygiene. ○ Do not touch your eyes, nose or mouth if your hands are not clean. ○ Good respiratory hygiene. ○ Environmental control (e.g., cleaning of frequently touched surfaces). ○ Management of pupils ○ Information, instruction and training • Staff will receive sufficient information and instruction on the use of PPE <u>including how to put on (Donning), remove (Doffing), store,</u> dispose of as well as any limitations of the PPE • Single use PPE should be disposed of so that it cannot be used again • Pedal operated lidded bins available for the disposal of PPE, tissues and contaminated waste – double bagged, stored for 72 hours and then disposed of where individuals has shown symptoms of COVID-19. • Staff will still need to wear any PPE that was identified in risk assessments prior to the Covid-19 outbreak as this will have been identified to protect you from other foreseeable hazards. 	
<h3>3.0 Premises</h3>			
<p>3.1 Access and Egress including use of entrances</p>	<p>Employees, pupils, contractors, visitors.</p> <p>Contracting Coronavirus</p>	<ul style="list-style-type: none"> • School has a process for removing face coverings when pupils and staff who use them arrive at school. Pupils are instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. • School SLT reviewed premises to ensure access/egress is as safe as possible, this includes 	<ul style="list-style-type: none"> •

		<ul style="list-style-type: none"> ○ Sanitiser (at least 60% alcohol) available at all entrances and exits ○ Separate entry and exit doors i.e. one door for in, and another door for out, ○ Accessing rooms directly from outside ○ Revolving and automatic doors ○ School entrance locked and visitors are buzzed through doors ○ Unnecessary items and equipment have been removed from entrance areas ○ Pick up and drop off times changed to ensure staggered intake and discharge of pupils ○ Decontamination of items brought in from home i.e. water bottles, packed lunches, medications 	
3.2 Classrooms (This Section may need to be duplicated for different classrooms, bubbles or year groups where control measures vary due to size, age, experience or needs of individual pupils)	Employees, pupils, contractors, visitors. Contracting Coronavirus	<ul style="list-style-type: none"> ● Adaptations have been made to the classroom to ensure pupils seat side by side and facing forwards, rather than face to face or side on ● Senior leadership team have carried out physical examination of spaces to allocate numbers that's can be safely accommodated in an area to maintain as much space between individuals as possible ● Outdoor education, where possible, will be encouraged as this can limit transmission and more easily allow for distance between children and staff ● Removal of soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) ● Desks spaced as far apart as possible with sitting positions 1 metres apart and teachers 2m apart from pupils –all desks facing forward and ensure there is a clear entrance and exit route. ● Where the school cannot achieve small groups, further options will be discussed with local authority or trust summer term control measure ● Posters displayed to follow social distancing 	●
3.3 Lifts	Employees, pupils,	<ul style="list-style-type: none"> ● Lift to be operational only where necessary ● Reduce maximum occupancy to one person. 	●

	contractors, visitors Contracting Coronavirus	<ul style="list-style-type: none"> • Clear notice on each lift to identify maximum occupancy • Staff and pupil advised to use the backside of a pen or other item when using the lift call button. • Where lifts are operational the button should form part of additional cleaning regimes. 	
3.4 Movement around the school, including use of corridors	Employees, pupils, contractors, visitors. Contracting Coronavirus	<ul style="list-style-type: none"> • Lesson changes have been staggered to prevent large groups mixing at the same time – most classes will remain in their own class. • Staff and pupils advised to use elbow for opening door release where possible. • Posters displayed to follow social distancing • SLT have reviewed school setup considering movement around school and have implemented the following control measures <ul style="list-style-type: none"> ○ Divider placed down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors (subject to building limitations) ○ One-way system in place ○ Stick to the left-hand side. • Vision screens in door kept clear at all times • Floor markings/graphics on floor/wall/ceiling to indicate one-way system/ social distancing queuing, etc • Doors should only be wedged open only where rooms are occupied or doorgard or mag lock fitted and checked monthly • Unnecessary items and equipment have been removed, including soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) • All staff briefed to ensure that they are aware of these controls. • Staff rota in place to monitor adherence of implemented system of movement - Leadership team will carry this out. 	
3.5 Toilets	Employees, pupils, contractors, visitors.	<ul style="list-style-type: none"> • Senior leadership team have carried out physical examination of spaces to allocate numbers that's can be safely accommodated in an area to maintain social distancing. • Hand dryers have been taken out of operation with paper towels used instead 	•

	Contracting Coronavirus	<ul style="list-style-type: none"> • Number of children who use the toilet facilities restricted at one time – all toilets at Moorbridge are for 1 pupils at a time • Posters in toilets to follow social distancing and regular handwashing • Toilets are screened from each other – must be ensured capacity of toilets are not exceeded – staff toilets – only one staff member per toilet and the staff member needs to lock the door when going in. • Provide suitable and sufficient rubbish bins for hand towels with regular removal and disposal. 	
3.6 Meeting Rooms	<p>Employees, pupils, contractors, visitors.</p> <p>Contracting Coronavirus</p>	<ul style="list-style-type: none"> • Avoid use – look at different ways of working. Keep locked – NO MEETING rooms available in School time – limited availability out of school time ONLY if TEAMS or other Conference methods can not be used. • Senior leadership team have carried out physical examination of spaces to allocate numbers that's can be safely accommodated in an area to maintain social distancing. • Alternatively display maximum occupancy on door and rearrange furniture/remove chairs to help ensure capacity is not exceeded. 	•
3.7 Offices	<p>Employees, pupils, contractors, visitors.</p> <p>Contracting Coronavirus</p>	<ul style="list-style-type: none"> • Senior leadership team have carried out physical examination of spaces to allocate numbers that's can be safely accommodated in an area to maintain social distancing. • Posters displayed to follow social distancing • Staff should follow clean desk prior to working and leaving the area. They must also leave their desk as clear as possible to ensure that the desk can be easily cleaned. • Staff should work side by side or facing away from colleagues at 2m intervals, do not hot desk or share stationary. • Maximum occupancy communicated with staff and displayed on the door. • Natural ventilation encouraged • Waste bins to have lids on for any discarded tissues etc, should be lined with a bag for easy removal and should be operated by foot. 	•

		<ul style="list-style-type: none"> • Desks physically repositioned • Use of photocopiers: Photocopiers limited to one person per time. Staff advised to limit use of the photocopier and wash hands after use. Consider the use of touch screen pens when using photocopier. Cleaning regimes are stepped up to clean more frequent 	
3.8 Music/Choir Lessons	<p>Employees, pupils, contractors, visitors.</p> <p>Contracting Coronavirus</p>	<ul style="list-style-type: none"> • Music/choir lessons (which include singing, chanting, playing wind or brass instruments or shouting) to be held outside with social distancing measures strictly in place and maintained. • Class sizes for such music have been reduced to 6 pupils • Pupils will be positioned back-to-back or side-to-side and will avoid sharing instruments 	•
3.9 Lunchtimes, breaks, including PE, use of play spaces and equipment	<p>Employees, pupils, contractors, visitors.</p> <p>Contracting Coronavirus</p>	<ul style="list-style-type: none"> • Additional time provided for cleaning surfaces in the dining/sports hall, changing areas and teaching areas between groups • Outdoor playground equipment subject to a more frequent cleaning process • Outdoor sports are prioritised for Physical Education where possible, and large indoor spaces used where it is not. • Pupils will be reminded about cleaning and hygiene prior to every lesson with signage displayed to reinforce the message • Pupils will wash/sanitise hands prior and following every PE lesson • School has reviewed and followed supporting guidance which includes <ul style="list-style-type: none"> ○ Sport England ○ Association for Physical Education ○ Youth Sport Trust • School will only work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. This will include a robust vetting process to ensure suitable risk assessments are in place prior to allowing activities to go ahead. 	•

- Task based risk assessments will be reviewed before re-commencing physical education
- Resources that are shared between classes or bubbles, such as sports, art and science equipment 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. **This will require amending depending on the measures which the school are implementing**
- Physical activity sessions should be strictly non-contact
- Sufficient tissues available for ensuring good respiratory hygiene – i.e. ‘catch it, bag it, bin it’ approach.
- Pupils attend school with PE kit on to limit the need to use changing rooms.
- Areas marked out to identify restrictions and individual pupil zones to assist supervisors with managing the area effectively.
- Class sizes reviewed to adhere to Government guidance and be reduced to a level where social distancing rules can be applied.
- Use of sharing equipment is forbidden to mitigate against virus transmission
- Senior leadership team have carried out physical examination of spaces to allocate numbers that’s can be safely accommodated in an area to maintain social distancing.
- Staggered breaks to ensure social distancing
- Social distancing rules enforced by supervisors to reduce contact between employees and pupils / pupils with other pupils / segregating groups
- Children clean their hands beforehand and enter in the groups they are already in with groups kept apart as much as possible and tables cleaned between each group.
- Children have their lunch in their classrooms
- Supervisors are encouraged to play games which can maintain social distancing and touching of equipment
- Lines on yard with chalk to ensure social distancing

<p>3.10 Movement of essential resources throughout the school</p>	<p>Employees, pupils, contractors, visitors.</p> <p>Contracting Coronavirus</p>	<ul style="list-style-type: none"> • Staff and pupils have their own pencils and pens that are not shared. • Classroom based resources, such as books and games are cleaned regularly, along with all frequently touched surfaces. • Resources that are shared between classes or bubbles, such as sports, art and science equipment are 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 • 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 • Resources are locked away with access provided by... • Resources that are not easily wipeable or washable have been removed, cordoned off or limited in contact • The use of shared resources has been reduced: <ul style="list-style-type: none"> ○ by limiting the amount of shared resources that are taken home and limit exchange of take-home resources between children and staff ○ thorough cleaning of equipment and the classroom is occupied by the same children in one day, or properly cleaned between cohorts 	<ul style="list-style-type: none"> •
<p>3.14 Extra-curricular provision (Autumn Term)</p>	<p>Employees, pupils, contractors, visitors.</p> <p>Contracting Coronavirus</p>	<ul style="list-style-type: none"> • School will ensure children are kept within their year bubbles • Moorbridge will limit the extra-curricular provision to ensure groups can be small and consistent to avoid mixing with other groups/bubbles – this will be limited to Year 11 Catch up programmes initially. • Each group has been allocated their own toilet facilities to use • Suitably trained staff always available taking into account emergencies (first aid, fire, lockdown, etc), safeguarding and cleaning requirements got the setting? 	<ul style="list-style-type: none"> •

<p>3.15 Transport to/from school</p>	<p>Employees, pupils, contractors, visitors.</p> <p>Contracting Coronavirus</p>	<ul style="list-style-type: none"> • Autumn only: MINI BUS USAGE - Dedicated school transport aligns as far as possible with the control measures identified within this risk assessment, this includes: <ul style="list-style-type: none"> ○ Pupils are grouped together on transport within their bubbles where possible ○ Use of hand sanitiser upon boarding and/or disembarking ○ Additional cleaning of vehicles ○ Organised queuing and boarding where possible ○ Distancing within vehicles wherever possible ○ The use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet • Vehicle management plan drawn up for school site and briefed to staff, this includes: <ul style="list-style-type: none"> ○ The need to leave a space in between cars where possible ○ If this is not possible, staff have agreed to parking plan to ensure all cars are facing the same way ○ Staff vigilance also important to assess environment prior to accessing/egressing car to ensure social distancing can be maintained • Transport arrangements have been amended where necessary including: <ul style="list-style-type: none"> ○ Encouraging parents and children to walk or cycle to their education setting where possible ○ Encouraging government best practice for travelling on public transport ○ Ensuring that transport arrangements cater for any changes to start and finish times ○ Making sure transport providers do not work if they or a member of their household are displaying any symptoms of coronavirus ○ making sure transport providers, as far as possible, follow hygiene rules and try to keep distance from their 	<ul style="list-style-type: none"> •
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		<p>passengers including using larger vehicles or cordoning off seats and eliminating face-to-face seating</p> <ul style="list-style-type: none"> ○ Taking appropriate actions to reduce risk if hygiene rules and social distancing is not possible, for example when transporting children with complex needs who need support to access the vehicle or fasten seatbelts 	
<p>3.16 Practical Lessons i.e. Science or FOOD or ART</p>	<p>Employees, pupils, contractors, visitors.</p> <p>Contracting Coronavirus</p>	<ul style="list-style-type: none"> ● ONLY 1 practical per AM and PM session to allow for cleaning ● Prep rooms and other stores are only to be used by one person at a time ● Pupils will wash hands with soap and water prior to and following any practical – this will be appropriately managed to ensure pupils are doing this in a socially distanced manner ● If hand washing is not manageable, then hand gels should be used, and these must be non-alcohol based (due to the flammability of alcohol based gels). When purchasing non-alcohol-based hand gels ensure they claim to kill 99.99% of viruses and bacteria (this is a regulated term in the UK, meaning the product must have passed a BSI test). ● Practical activity risk assessments will be reviewed prior to the lesson to take into account safety measures associated with COVID-19 and a decision will be made whether it can be safely managed as a class activity or a demo ● Timetables have been reviewed to take into account that practical lessons will take longer than normal to complete ● Long and complex multi-step practical's will be avoided apart from with very experienced pupils. ● Practical tools and equipment will be setup at the pupil workstations. This will be done before the lesson by staff who follow social distancing rules at all times. ● Where pupils need to move around the room, they should raise their hand to attract the teacher's attention and ask permission to move to use a particular piece of equipment. The teacher can then monitor movement and ensure that only one person is in any zone. 	

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| | | <ul style="list-style-type: none">• In food rooms, pupils may need to access fridges during a practical activity –Staff will give pupils these ingredients. Non-chilled ingredients will be at the pupil workstation prior to starting the activity.• Once the practical has finished, pupils will tidy up their equipment, wash their hands using soap and water and then leave the room in an orderly fashion similar to their arrival into the room. Then the teachers / technician will clear away equipment used.• At the end of any practical session, all equipment and spare material will be cleared away by the technician and wiped with a suitable cleanser prior to being stored away for future use. Machines or other fixed equipment that has been used will be wiped clean and readied for use in the next session. Waste material will be placed in a suitable bin and removed from the room prior to the next session.• Demonstrations will not involve pupils crowding around a bench, but will still be done by making use of data projectors and digital cameras / visualizers• Teachers will keep their distance when observing the pupils as they work through the practical activity, it is therefore essential that competencies of pupils to carry out task without the intervention of the teacher will be considered within the risk assessment• Eye protection will be sanitised before and after every use.• Pupils will be reminded to wash their hands before putting on eye protection.• Each member of staff has their own eye protection and will be provided with non-alcohol based antiseptic wipes for cleaning between lessons, and then this should be sanitised at the end of the day• When leaving the room, pupils will place their used PPE in a bowl with a made up solution of Milton in it• After removing any PPE the user must wash their hands thoroughly. | |
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		<ul style="list-style-type: none"> • Welding masks and gloves, and other close contact PPE will not be shared at this time. • It is not practicable to 'meticulously' clean science equipment so such equipment will be quarantined for 72 hours prior to being used in another 'bubble' • Pupils to return items requiring specialist storage (e.g. flammable substances) to a separate tray at the end of the lesson. This tray will then be labelled with the date for next staff use and placed in the appropriate store 	
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Summary of Answers Based on Union Questions

1. How have 'critical' or 'key workers' been defined? Has this been done with a view to reducing the student numbers in school/college to the minimum necessary?

Critical/Key Workers have been defined using the Government Guidance – we have very few, less than 10 pupils who have parent's who are key workers – all of the key workers children have another parent/carer at home therefore there was no need for the pupil to attend.

2. How have 'vulnerable children' been defined? Has this been done with a view to reducing the student numbers in school/college to the minimum necessary?

Yes we have only had the most vulnerable pupils in school – those with an EHCP and/or a Social Worker and we feel that they are at risk from potential abuse, self harm and a deterioration in their or their parents Mental Health.

3. How are you dealing with any over-subscription of places for key worker children at your school or college?

Not applicable

4. How are you dealing with students with SEND? (Further and more detailed NEU advice is available for leaders in special education settings.)

All children with SEND have a Risk Assessment. We currently only have in 30% of our full cohort with SEND/EHCP's as parents/carers do not want their pupils to come into school. The Risk Assessments have been based on need, safeguarding and potential risk. All pupils who we feel are at risk have been asked to be in school and if not the Social Workers are keeping close contact.

5. How have you organised your rota of staff? Has this been done with a view to reducing the staff numbers in school/college to the minimum necessary?

Staff until this week have only been in 1 day x 5 weeks. Staff are only asked to come in if there are children. Those who have children at home, are vulnerable or look after a vulnerable person are not expected to come into school. The rota is now organised in 2 bubbles to keep everyone as safe as possible.

6. Do you know the medical conditions of all students and staff attending the school or college during this Covid19 crisis period?

Yes – centralised system and always a member of staff with the knowledge.

7. What consideration has been given to transportation difficulties of students attending school or college who usually use buses, with safeguarding being paramount, along with logistical issues?

Those who are attending are either transported by parents/carers, cycling, walking or Taxi.

8. Are vulnerable staff (those with underlying health conditions and pregnant women) working from home?

Yes and will not be expected in in the near future – using Teams to work alongside colleagues.

9. What additional support may be needed for staff working at home who are classed as 'at risk' from Covid19?

Staff have access to TEAMS and VASCO fob as well as a computer. New computers have been ordered and are in the process of delivering these o staff so they have the most up to date technology. If any staff do not have wifi we have ordered dongles with 4G.

10. Are staff who live with or care for vulnerable people working from home?

Yes – we have 2 members of staff who this relates to.

11. What class or group sizes are being adopted for your school or college? Are these consistent with reducing the student and staff numbers in school/college to the minimum necessary?

Every class ONLY has 5 children and 2 members of staff maximum.

12. What social distancing control measures are in place for students and staff in school or college? Are these consistent with Government guidance?

2 metres and this is marked in each classroom, corridor and the route into school.

13. What protocols or procedures are in place for contact between students and between staff and students (eg touching each other, handling books and materials)?

All pupils have their own equipment, central table for collecting books etc, sanitiser around the school, no contact allowed and 3 warning system.

14. Is personal protective equipment (PPE) provided to staff?

If staff require this or there is medical treatment needed this is provided.

15. Is there a hygiene protocol providing for regular hygiene breaks of sufficient length during the day? Washing hands is our first line of defence against Covid19 and should be done regularly.

Yes – every classroom used has a sink, pupils are asked to wash hands throughout the day, there have been sinks fitted to the school yard, areas cleaned regularly and sanitiser readily available.

16. Is there access to enough sinks with hot water and soap for the number of students and staff in school?

Yes – see above

17. Does every class have a supply of hand sanitiser (minimum alcohol 60%) and tissues?

Yes – new pedal bins in each classroom, hand towels, tissues and sanitiser for each member of staff as well as each room.

18. Is there a strict regime of cleaning within the school or college, with particular attention paid to toilet areas and hand washing sinks?

Yes – whilst pupils are in for only 3.5 hours, cleaning of the whole school, handles, sinks and anywhere the pupils could touch takes place 3 x in this time period.

19. Does the school or college have appropriate signage alerting all staff, pupils/students to the need for high standards of hygiene? You can't promote without promotion!

Yes

20. Are all safety protocols clearly displayed (ideally laminated) in all areas of the school used by pupils/students and staff?

Yes

21. Is there temperature testing of students?

Only if identified as feeling unwell or staff are suspicious of the pupil being unwell

22. Is there a protocol for what to do where a student or staff member develops Covid19 symptoms during the day?

Yes see above Risk Assessment

23. Have staff been reminded about the heightened risk when using fuel stations before attending work? Using gloves or tissues when filling cars up with fuel can reduce the risk of the spread of Covid19.

Yes

24. What additional control measures are in place to reduce the risk of any necessary visitors (eg key worker NHS staff) bringing the Covid19 virus into school or college inadvertently?

No Visitors are allowed in school including parents/carers and Social Workers etc – all meeting remotely conducted.

25. If your school or college is engaged in direct remote teaching (Skype or other platforms), what safeguarding measures are or will be in place?

As a school we are not conducting remote learning as many of our students do not have access to such resources and therefore not applicable. However we are investigating this for our Home and Hospital Tuition service and this will only take place in a classroom with CCTV and using google classroom whereby recordings can be made, additionally a set of protocols have been developed.

26. Have you started planning the measures which will be required over Easter, drawing on NEU advice about staff availability over Easter, and then into the summer term?

Yes – all staff have had a two week break

27. Have you consulted and involved staff in all of the above? Have you consulted union workplace reps and health & safety reps? You should involve union reps and consult staff as widely as possible and practicable.

Yes

28. Do you have a written Covid19 risk assessment register? Does this capture who has seen and acknowledged seeing your control measures to reduce the spread of Covid19?

Yes

29. What formal process do you have for reviewing risk assessments and implementing revised control measures where appropriate and necessary? Are you reviewing your risk assessments and protocols at regular intervals and when circumstances change, in consultation with staff and union representatives?

We are now reviewing these and updating these weekly to ensure any additional issues are dealt with immediately.

30. Do you have a Plan B? If control measures cannot be maintained within the school or college, what is the plan? Are staff, pupils/students and parents/carers aware of the plan?

If control measures can not be met pupils will be immediately sent home – we will not take any risks on our staff or pupils lives. (we have at this stage already done this twice and will carry this on where necessary)