

LOCATION: St David's C of E Primary	VENTRUS RA: COVID-19 Safe Return Sept 20	
WHO IS AFFECTED BY THE RISKS? All building users	HOW MANY ARE AFFECTED? 16 staff members and 107 pupils (amend as necessary)	REF: COV- RAA19a
See end of template for explanation of hazard, risk, control measures, severity, likelihood, risk rating.		

RISK	EXISTING CONTROL/PREVENTION MEASURES	RISK RATING			ADDITIONAL CONTROL MEASURES REQUIRED	BY WHOM & WHEN	SL-D ONLY		
		S	L	RR			S	L	RR
C1. Contact is made with individuals who are unwell with Coronavirus, or living with someone who is.	<ul style="list-style-type: none"> Individuals who are unwell with Coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home Put in place a procedure for anyone becoming unwell; including use of a designated quarantine/isolation room(s) 	3	2	6	<ul style="list-style-type: none"> Anyone showing symptoms of COVID19 are removed to the isolation room and parents are called immediately to come and collect them Ensure all staff aware of how to contact FB as soon as possible if they or a member of their household becomes unwell with COVID-19 symptoms. Posters will be added to staff areas to remind them of symptoms and associated procedures. Staff to leave site immediately if displaying symptoms Close pod and inform staff and parents if case is confirmed. Track and trace to linked settings for both staff and pupils. 	All Staff From 3/9/20	3	1	3

<p>C2. Poor personal hygiene regimes result in a spread of Coronavirus in the school/ local community.</p>	<ul style="list-style-type: none"> • Clean hands thoroughly more often than usual • Build routines into the school culture and plan ways to promote handwashing with soap and water for at least 20 seconds across the school day, particularly: <ul style="list-style-type: none"> ➤ After coming into school ➤ After sneezing or coughing ➤ Before and after handling or eating food ➤ After going to the toilet • Ensure there are enough hand washing or hand sanitiser stations available • Put in place supervision of hand sanitisers given risks around ingestion • Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach e.g. by providing tissues, bins, posters. 	3	2	6	<ul style="list-style-type: none"> • At start of term, all children (especially those children who have not attended school since lockdown), reminded of good hygiene practices – watch videos and practice handwashing within classrooms. • Posters, promoting good handwashing/sanitising and respiratory hygiene in place around school, classrooms and target areas eg toilets. • Handwashing soaps/paper towels available in each class and all toilet areas • Hand sanitiser available in each class & staff room • Reminders to be issued on entry to/exit from school and frequently throughout the day inc. before and after eating, sneezing or coughing • Pod staff will remind children not to touch face/mouth/nose etc. • Young Children to be taught to sing Happy Birthday twice, as they wash their hands • Pod leaders to practice handwashing with young 	All teaching and support staff from 07/09/20	FB 03/09/20	JB 03/09/20	JB 03/09/20	All teaching and support staff from 07/09/20	All teaching and support staff from 07/09/20	KS1 teaching and support staff from 07/09/20	3	1	3
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					children, and those with additional needs, who may find this tricky (eg EHCP child)				
C3. Inadequate cleaning routines result in a spread of Coronavirus in the school.	<ul style="list-style-type: none"> • Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products, such as detergents and approved cleaning products • Read PHE's COVID-19: cleaning of non-healthcare settings guidance • Define a new cleaning schedule that ensures cleaning is generally enhanced and includes more frequent cleaning of rooms / shared areas that are used by different groups, frequently touched surfaces being cleaned more often than normal • Implement a cleaning log to track cleaning frequency for bathrooms, classrooms and communal areas • Plan for the daily removal and safe disposal of rubbish • Schedule frequent cleaning of resources (e.g. books, toys) shared within groups • Schedule the isolation or cleaning of resources (e.g. books, toys) shared between groups • Purchase additional standard cleaning equipment if needed 	2	2	4	<ul style="list-style-type: none"> • Regular toilet cleaning schedule devised (hourly) – supported by log • Use disposable cloths or paper roll to clean all hard surfaces, floors, chairs, door handles and sanitary fitting. • Regular class cleaning schedule devised (at the end of each session) – supported by log • Daily rubbish removal completed by caretaker/cleaner • Cleaning of resources at the end of the school day as teacher dismisses the class. 	<p>All teaching and support staff from 07/09/20</p> <p>All teaching and support staff from 07/09/20</p> <p>Caretaker TM From 07/09/20</p> <p>Caretaker TM From 07/09/20</p> <p>All TAs – allocated time from 07/09/20</p>	2	1	2

C4. Insufficient distancing, or mixing of different groups of children, staff and parents, result in a spread of Coronavirus in the school/ local community.	<ul style="list-style-type: none"> • Minimise contact between individuals and maintain social distancing wherever possible • Plan group sizes • Revise timetables to accommodate groups and minimise movement between classrooms, where possible • Where possible, stagger start, break, lunch and finish times • Cancel large gatherings, such as assemblies and staff meetings • Revise extra-curricular offer to minimise mixing between groups • Where possible, plan ways to minimise contact around school estate between groups, e.g. separate entrance/exit gates or one-way systems • Divide playground to minimise mixing between groups • Plan arrangements for drop off/collection and communicate these to parents • Plan measures for lunchtimes including managing queues, reconfiguring dining spaces • Communicate arrangements to catering suppliers and lunchtime supervisors • Where necessary use appropriate PPE, follow guidance on putting on and taking off standard PPE- https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures 	3	2	6	<ul style="list-style-type: none"> • Pod of 30 (max) to be established. 4 Bubbles in the school (classes) • Pods have separate entry and exit points and times • Staggered breaks and lunch with children eating in bubble/pod. Each pod • Assemblies delivered in Pod/class • Staff meetings (5 teachers) to be held in the hall where social distancing can be maintained. • ASC – max number 7 – if extends beyond this split in to KS1 grp and KS2 grp • If field not accessible for KS1 due to weather – front playground will be split and marked with yellow tape • Packed lunches to be distributed and eaten in classes • Break/lunch for each pod in a different place/time so only one pod in any one place at any specific time. • MTA allocated to each class 	All teaching and support staff from 07/09/20	3	1	3
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<p>C5. Provision for intimate care means that distancing can't be followed.</p>	<ul style="list-style-type: none"> • Put in place a PPE procedure that could include for example, the use of PPE where a pupil becomes ill with coronavirus symptoms while at school • Where a pupil already has routine intimate care needs that involve the use of PPE, the care plan should be reviewed; PPE should continue to be used as per the care plan 	2	2	4	<ul style="list-style-type: none"> • PPE to be worn (apron/gloves/mask) (see RAA36 for dealing with bodily fluids) • Visor to be worn if there is a possibility of splashes of bodily fluid • Bodily fluids must never be cleaned up with bare hands • Strict personal hygiene is observed and hands are washed and dried thoroughly after each task • First aiders carrying out any procedures involving wound cleaning or cleaning blood spillages follow the RAA9 First Aid Risk assessment · • Intimate Care plans to be revised by SENDCo for all children with Intimate Care needs, prior to the start of term – plans to be shared with parents 	<p>Admin SB/JB 07/09/20</p> <p>All teaching and support staff from 07/09/20</p> <p>CB (SENDCo) by 07/09/20</p>	2	1	2
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					a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn; PPE will be available in the Acorn Room and supply will be maintained	All teaching and support staff from 07/09/20			
C7. The transmission of Coronavirus when using school/public transport.	<ul style="list-style-type: none"> Encourage parents and pupils to walk/cycle or drive to school rather than take public transport Remind parents and pupils still using public transport that face coverings are mandatory for children 11 years+ Consider organising walking buses for primary pupil groups Work with the local authority, other local schools and transport providers to consider adjusting start and finish times and/or staggered starts Work with home-to-school transport providers to determine appropriate protective measures to take on transport to align with your school's policies. Consider: <ul style="list-style-type: none"> ➤ how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school ➤ use of hand sanitiser upon boarding and/or disembarking ➤ additional cleaning of vehicles ➤ organised queuing and boarding where possible o distancing within vehicles wherever possible ➤ the use of face coverings for children over the age of 11, where appropriate, e.g. if they are likely to come into very close contact with people outside of their group or who they do not normally meet 	3	2	6	No school transport <ul style="list-style-type: none"> Reminder re public transport (face coverings etc for adults) communicated to parents All children to wash hands or sanitise on entry in to school Staggered starts in place at the beginning and end of the school day. No school trips using coaches to be organised 	All teaching and support staff from 07/09/20 All teaching and support staff from 07/09/20	3	1	3

<p>C8. Insufficient risk management may place vulnerable individuals at increased risk.</p>	<ul style="list-style-type: none"> • Review all risk assessments that relate to this document to ensure updated with relevant guidance i.e. site and personnel risk assessment • Consult with staff, professional bodies and/or staff representatives • Executive leaders/Trustees review school risk assessments and update the Trust Risk Register accordingly • Take account of current Government Guidance in relation to vulnerable individuals 	3	2	6	<ul style="list-style-type: none"> • Staff RAs updated for all clinically vulnerable staff prior to return to school in line with current govt guidance • Staff RA updates to be sent to HR + DOSI • Child RAs completed by SENDCo for all pupils with vulnerabilities prior to Sept restart 	<p>FB by 07/09/20 and then fortnightly monitoring</p> <p>FB from 07/09/20</p> <p>CB (SENDCo) – agreed by FB By 3rd Sept</p>	3	1	3
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<p>C9.</p> <p>Increased vulnerability/ reduced academic performance, due to poor attendance from Sept/ lack of access to school during Covid school closures</p>	<p>Attendance</p> <ul style="list-style-type: none"> ➤ Communicate clear and consistent expectations around school attendance to families throughout the summer ahead of the new school year. Consider writing to parents, explaining: <ul style="list-style-type: none"> ➤ what precautions and processes will be in place? ➤ mandatory attendance expectations ➤ the reasons why returning to school is important • Identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them - especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic • Work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker of non-attendance, if they have one, of non-attendance <p>Catch Up Funding</p> <ul style="list-style-type: none"> • Consider using the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance 	1	3	3	<ul style="list-style-type: none"> • Communication sent to parents reminding them that school attendance in Sept is mandatory. • School website has Covid-19 section that will be kept up to date with RA and detailed plan – link sent to parents regularly so they are kept up to date. • FB to monitor attendance with SENDCo especially in relation to vulnerable children – notify SW if appropriate • Monitor attainment of pupils – esp those who did not engage with home learning • Provide intervention/catch up support as required to address gaps in learning to be monitored in pupil progress meetings 	<p>FB 17/07/20</p> <p>FB By 03/09/20</p> <p>FB/CB Weekly from 07/09/20</p> <p>FB/ CB & Class teachers From 07/09/20</p> <p>CB/ Class teachers From 21/09/20</p>	1	2	2
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<p>C10.</p> <p>Staffing related risks:</p> <p>Insufficient staffing levels</p> <p>Increased exposure due to working across pods/ settings</p> <p>Detrimental impact on physical and mental health and wellbeing</p>	<p>Clinically extremely vulnerable</p> <p>The clinically extremely vulnerable list will be paused on 1st August. Some people on this list will remain under the care of their doctor or specialist and may advised not to return to work.</p> <ul style="list-style-type: none"> Assess how many staff remain in this much smaller group and the impact on the workforce Assess how many staff may be at increased risk due to protected characteristics and disparities in outcomes. Consider using an Equalities Impact Assessment:- https://schoolleaders.thekeysupport.com/article/16686/documents/2301/KeyDoc_reopening_equality_impact_assessment.doc?marker=content-body In light of your assessment, consider altering the way in which you deploy staff <p>Using temporary/cover staff</p> <ul style="list-style-type: none"> In order to minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year <p>Staff health & wellbeing</p> <ul style="list-style-type: none"> Minimise staff travel between schools who are interacting with pupils Staff made aware of the signs of stress and anxiety Staff have regular contact with Line Managers. Line Managers to be vigilant for signs of excessive stress amongst staff and to initiate remedial action as soon as possible. Workload and work life balance is being monitored on an ongoing basis. This includes all members of staff up to and including the executive team Support available via our healthcare provider https://www.medigold-health.com/ 	3	2	6	<ul style="list-style-type: none"> Staff RAs updated for all clinically vulnerable staff prior to return to school in line with current govt guidance or prior to making the decision that they should remain at home. FB to assess impact of reduced number off staff on the safe running of the school – currently no staff in this group Supply to be managed by using in school staff if possible (3 TAs have HLTA or teacher status and could be deployed accordingly) Staff wellbeing to be considered in relation to work life balance Refer staff if required via Medigold and HR 	<p>FB/ Staff By 03/09/20</p> <p>FB/ Staff By 03/09/20</p> <p>Admin/FB From 07/09/20</p> <p>FB/HR From 07/09/20</p> <p>FB/HR From 07/09/20</p>	3	1	3
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<p>C11.</p> <p>The risk of exposure to Coronavirus is increased due to membership of more than one pod, provision or setting, or due to letting to external providers.</p>	<p>Extra-curricular activities/membership of more than one pod, provision or setting</p> <ul style="list-style-type: none"> ➤ Review breakfast and after-school provision and consider the need to respond flexibly and build this up over time ➤ Review parents use of external providers: BC/ASC and child minders; consider the need for additional protective measures, including minimising the number of pods children access ➤ Advise parents to limit the number of different wraparound providers their children access during weekends/school holiday times ➤ As with physical activity during the school day, contact sports should not take place ➤ No activity that would not be allowed in the school day, will be allowed during extra-curricular activities/BC/ASC <p>Letting to external providers</p> <ul style="list-style-type: none"> ➤ Letting to be prioritised to meet children's needs ➤ Additional costing/staffing of COVID cleans required, in advance of staff/children using the space that has been let ➤ No activity that would not be allowed in the school day, will be allowed during lettings ➤ Those letting must have their risk assessment approved by Sam Lydon-Drake and must sign the school risk assessment ➤ Where necessary those letting will need to add additional measures to their risk assessment to meet school requirements ➤ Those letting spaces must keep abreast of changes in guidance ➤ Those letting spaces must keep a written record of attendees, that will be shared with PHE, if required 	2	3	6	<ul style="list-style-type: none"> • ASC max numbers 7 with one adult 14 with 2 adults- in 2 separate groups split in to KS1 & KS2 • Location outside or if rainy/cold – at the back of the hall (this area is not used by other children). <p><u>Acorn room not to be used</u></p> <ul style="list-style-type: none"> • Separate resources (not used by other groups). ASC resources to be stored in hall cupboard and only accessed by AP • No other extra-curricular clubs (other than SAINTs but only for one pod at a time) • NO LETTINGS 	<p>Admin SB/JB From 07/09/20</p> <p>AP (afterschool leader) From 07/09/20</p> <p>AP (ASC lead) From 07/09/20</p> <p>Admin SB/JB From 07/09/20</p> <p>Admin From 07/09/20</p>	2	2	4
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<p>C12. Gaps in knowledge and understanding, existing as a result of time away from school, will not be made up.</p>	<ul style="list-style-type: none"> ➤ Implement a robust process of assessment to identify learning gaps quickly ➤ Modify the school's curriculum to address the identified gaps in knowledge, while maintaining breadth and balance ➤ Adopt flexible teaching strategies to deliver the planned curriculum and meet needs of learners, maximising the use of technology ➤ Identify students most at risk of disengagement/most in need of additional support ➤ Engage with LAs, agencies and the families of pupils with SEND to devise plans to provide specific support as needed 	1	3	3	<ul style="list-style-type: none"> • Autumn term mapping and gapping of pupils understanding and Knowledge • Robust handover esp and key points (Y2 – 3) (Y4-5) (EY – Y1) – what was missed – what needs priority teaching? • Maths use of DfE 'Ready to progress' supplemented by WR/Ch as the evidence/ Oak Academy • Eng – harder to identify what has been missed Focus on Reading – Focus on extended writing – map & gap SPAG • TESTs within 4 weeks of term start <ul style="list-style-type: none"> • Y2/Y3 2019 Phonics test • Y3 2019 SATs (compare with Spring mock score) • Y4/Y5 to do end of summer assessments (Twinkl and White Rose for end of previous year) • Y6 2019 SATs • Interventions for pupils with SEND 	<p>All teaching and support staff from 07/09/20</p> <p>All teaching and support staff 16th July</p> <p>All teaching and support staff from 07/09/20</p> <p>All teaching and support staff from 07/09/20</p> <p>All teaching and support staff from 07/09/20</p>	1	2	2
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					<ul style="list-style-type: none"> EHCP targets to be supported – (not just best endeavours) 				
C13. Increased risk of transmission during physical and musical activity.	<p>Settings should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance</p> <p>Physical activity</p> <ul style="list-style-type: none"> ➤ Ensure pupils remain in consistent groups where possible, sports equipment is to be thoroughly cleaned between each use, and contact sports are avoided ➤ Prioritise outdoor sports where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying attention to cleaning and hygiene <p>Music</p> <ul style="list-style-type: none"> • When pupils are playing instruments, or singing in small groups such as in music lessons by, consider: <ul style="list-style-type: none"> ➤ physical distancing ➤ playing outside wherever possible ➤ limiting group sizes to no more than 15 ➤ positioning pupils back-to-back or side-to-side ➤ avoiding sharing of instruments ➤ ensure good ventilation • Singing, wind and brass playing should not take place in choirs and ensembles, or assemblies 	2	2	4	<p>No Autumn term Brass sessions. Singing minimised.</p> <p>PE sessions outdoors in classes – change for the day (Tuesday) – come in your sports kit (Y1 – Y6). Equipment cleaned after sessions by TA in line with previous practice.</p> <p>No Brass sessions (Y5/6)</p> <p>No shared assemblies – only in pod/class – mainly online.</p> <p>Minimal singing and only in 'pod/class'</p>	<p>All teaching and support staff from 07/09/20</p> <p>All staff Autumn term</p> <p>All staff</p>	2	1	2

<p>C14. Experiences during Covid closures may have had a detrimental impact on children's emotional and physical well-being.</p>	<ul style="list-style-type: none"> • Ensure Headteachers (DSL) prioritise their time, especially in the first few weeks of term, to help provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children social care and other agencies where these are appropriate • Provide additional lessons/opportunities focused on supporting pupils' mental health and wellbeing, within the curriculum/school timetable, including targeted pastoral intervention as appropriate • Consider the provision of pastoral and extra-curricular activities to all pupils designed to: <ul style="list-style-type: none"> ➢ support the rebuilding of friendships and social engagement ➢ to address and equip pupils to respond to issues linked to coronavirus (COVID-19) ➢ to support pupils with approaches to improving their physical and mental wellbeing • Consider the support needs of particular groups who need additional help (for example Children in Need), and any newly vulnerable pupils on their return to school 	1	3	3	<ul style="list-style-type: none"> • Trauma informed practice – CPD time for CB to support staff in understanding this philosophy • Sessions in class to support MH (eg through Mindfulness/ PSHE etc) • <u>Re-build</u> relationships/ <u>Re-discover</u> the child (what was your journey)/ <u>Re-address</u> the needs of the child (where are we now what do we need?) <u>Re-connect</u> to learning – metacognition/skills for learning etc/ <u>Re-energise</u> – re-excite 	<p>All teaching and support staff from 07/09/20</p> <p>All teaching and support staff from 07/09/20</p>	1	2	2
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C15. Time away from the structure school environment may have resulted in a detrimental impact on children's attitude to learning and conduct.	<ul style="list-style-type: none"> Revise behaviour and attendance policies if necessary, to create the right conditions to re-engage pupils in their learning and reintegrate them back into school life Provide additional pastoral and support services, exploring how services might be delivered remotely prior to reopening Consider delivering lessons in shorter sessions and rebalancing the pastoral/academic load in the first few weeks; maximise opportunities to learn outside 	2	2	4	<ul style="list-style-type: none"> Share revised policy with staff Share revised expectations with pupils Individual reviews for pupils requiring support Capitalise on outdoor learning whilst weather permits Homework sessions to encourage shared family time 	FB 3 rd Sept 2020 All teaching and support staff from 07/09/20 All staff + CB By 28/09/20 All teaching and support staff from 07/09/20 All teaching and support staff from 07/09/20	2	1	2
C16. Increased infection levels locally result in further school closures.	<ul style="list-style-type: none"> Ensure Trust procedures are in place to manage local closures PHE Guidance to be followed  <p>Ed_Settings_Resource_Pack (2) (3).zip</p> <ul style="list-style-type: none"> Headteacher to consult Executive Team, immediately 	1	3	3	<ul style="list-style-type: none"> Ensure plan in place to flip to remote learning – homework to be delivered in this way 	All staff By 28/09/20	1	2	2

C17. Children do not have access to high quality online learning, during further partial/full school closures.	<ul style="list-style-type: none">• DfE funding has been secured to establish Microsoft 365 as a learning platform; all classes have been set up in Teams• Staff training to be delivered to ensure teachers can provide their online learning, interaction, assessment and feedback, via Microsoft Teams, by the third week in September 2020• Ensure high quality online and offline resources have been identified and linked to the school or Trust’s curriculum provision• Communicate online learning and safeguarding expectations, including logins/passwords, to parents and pupils	2	3	6	<ul style="list-style-type: none">• CPD session to be delivered during inset day re Microsoft 365 TEAMS• Oak Academy to be used to supplement teaching• Communication to parents to be done in Autumn term	3/09/20 or 4/09/20 All teaching and support staff from 07/09/20 All staff - TBC	2	2	4
Other Risk Assessments	<p>Specific activity risk assessments will include new additional control measures dealing with Coronavirus. Please refer to them as necessary. These include:</p> <p>First Aid Risk Assessment Fire RA Cleaning & COSHH RA Catering RA (not exhaustive – Signpost to other risk assessments as necessary)</p>								
The Headteacher has directed staff and pupils to carry out these arrangements. Steps are being taken to ensure that they remain in place and effective.									

Each new hazard must be on a new row. Add extra rows if necessary. This will make the assessment easier to view and understand. Roll over into another page if necessary.

ASSESSOR NAME: F.Brinicombe	ASSESSOR SIGNATURE: <i>F. Brinicombe</i>	DATE OF ORIGINAL ASSESSMENT: 14/07/2020	DATE OF NEXT REVIEW: 03/09/2020
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- **RISK** - is the *potential* to cause harm. e.g. contract coronavirus
- **Control Measures** - are the actions taken to prevent harm
- **Severity (S)** - rated as follows:
 - **MAJOR** = 3
 - **MODERATE** = 2
 - **SLIGHT** = 1
- **Likelihood (L)** - rated as follows:
 - **LIKELY** = 3 could happen anytime.
 - **POSSIBLE** = 2 might happen sometimes.
 - **UNLIKELY** = 1 where harm is unlikely to occur.
- **Risk Rating (RR)** - is a means of 'measuring' the risk by multiplying the *severity* by the *likelihood* e.g. a *severity* factor 'MODERATE' with a *likelihood* factor 'POSSIBLE' would give a risk rating of $2 \times 2 = 4$. This should represent the risk at the time of the assessment, given the control measures in place at the time.
- **Additional Control Measures** – these are the measures Headteachers are taking locally, including amendments made to risk other assessments, to manage the Risk Rating.
- **Risk Rating**
 - High** = from 6 – 9 requires **IMMEDIATE** action to achieve a reduction in risk.
 - Med** = from 3 - 4 requires action **AS SOON AS POSSIBLE**.
 - Low** = from 1 - 2 may be considered acceptable (although action may be possible to reduce the risk even further can be considered).



Passing on the Key Findings

Important: The key findings of this assessment need to be passed on to those who need it.

Government Guidance – Links Section

Key government guidance is being followed includes (not an exhaustive list):

1. 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>
2. Actions for educational and childcare settings to prepare for wider opening <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#how-to-implement-protective-measures-in-an-education-setting-before-wider-opening-from-1-june>
3. Social Distancing <https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing-after-4-july>
4. Shielding and Protecting Vulnerable Persons <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#shielded-and-clinically-vulnerable-adults>
5. COVID-19: cleaning of non-healthcare settings <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings>
6. Travel Guidance – safer travel <https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers>
7. Actions for schools in preparation for the Autumn term- <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

STAFF NAME	SIGNATURE	DATE READ