LOCATION: Sampford Peverell CofE Primary School	VENTRUS RA: COVID-19 Safe Return Sept 20 **updated 17 May 2021**	
WHO IS AFFECTED BY THE RISKS? All building users	**HOW MANY ARE AFFECTED? 20** staff members and **117** pupils (amend as necessary)	**REF: COV- RAA19a**
	See end of template for explanation of hazard, risk, control measures, severity, likelihood, risk rating.	

IMPORTANT - THIS NEEDS TO BE AMENDED TO SUIT YOUR LOCAL CIRCUMSTANCES

RISK	EXISTING CONTROL/PREVENTION MEASURES	RISK RATING			ADDITIONAL CONTROL MEASURES REQUIRED	BY WHOM & WHEN	NEW RISK RATING		
		S	**L**	**RR**			**S**	**L**	**RR**
C1. **Contact is made with individuals who are unwell with Coronavirus, or living with someone who is.**	• **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) PDF ARI_Ed_Settings_SingleCases_OBs_checklist PDF 2021.03.31 Schools Flowchart.pdf	3	2	6	Staff displaying symptoms will be sent home. Pupils displaying symptoms will be sat in isolation room (the hub) until parent/s collect. They are to use the disabled toilet and this will be out of bounds until cleaned. Staff/pupils get tested and can only return to school if they test negative.	Headteacher on-going	3	1	3

C2.
 	
Poor personal hygiene regimes result in a spread of Coronavirus in the school/ local community.
	• **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:
	  ➢ 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
	• Paper towels & lidded bins to be placed in all washrooms
	• Posters emailed to staff with advice on how to put on, use, take off and safely dispose of a mask. Posters also displayed in staff room and other appropriate areas.
	
	📄 PDF
	Face masks guidelines.pdf 📄 PDF Face mask advice.pdf
	
	• Maintain HANDS-FACE-SPACE
		3	2	6	Caretaker to ensure hand sanitiser is always available in classrooms and resupply as required.
					
					Staff know how to refill hand sanitiser bottles too if they are needed urgently.
					
					Caretaker to ensure that there is a back-up stock of hand sanitiser, hand soap, paper towels and bin liners at all times and reorder as required.
					
					Staff to reinforce the importance of handwashing to prevent the spread of the virus throughout the day.
					
					Sinks in classroom and toilet used for regular handwashing.
					
					Children/staff/visitors wash hands/sanitise on entering school.
					
					Children/staff wash/sanitise hands when exiting and entering the classroom, before lunch and after lunch.
					
					Regular hand washing/sanitising encouraged throughout the day.
					
					Any child touching their mouth or sneezing into their hand to wash hands straight away.
						Caretaker – Administrator to do this in absence of caretaker
						Caretaker ongoing - Administrator to do this in absence of caretaker
						
						All staff on-going
							3	1	3

C3. Inadequate cleaning routines result in a spread of Coronavirus in the school.	• **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 • 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 • Encourage teaching and support staff to maintain hygiene standards throughout the day • Handrails outside classrooms to be cleaned after breaks and lunchtime.	2	2	4	Each room that is used has its own cleaning spray and paper towels to allow surfaces/resources to be cleaned frequently. Resources that are shared between bubbles, such as sports, art and science equipment will be cleaned frequently 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 Returned library books to be quarantined for 72 hours. Caretaker to ensure that cleaning equipment is kept well stocked and reorder as required.	**Caretaker and checked daily by teaching staff - Administrator to do this in absence of caretaker** **All staff – on going** **All staff – on going** **Caretaker – on going - Administrator to do this in absence of caretaker**	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.	**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 • ~~Encourage support staff to remain in their own bubble at all times~~ • All staff to remain in their bubble(s); where crossing bubbles is necessary it will be kept to a minimum • Continue with online meetings via TEAMS and keep physical meetings to a minimum • Review room layouts to increase distances between staff and pupils & staff and other staff • Where it is not possible to follow distancing guidelines i.e. staffrooms etc. staff encouraged to wear face coverings • Windows & doors to be kept open where possible to aid ventilation	3	2	6	YR (15 pupils), Y1/Y2 (26 pupils) to use hall 12-12.30 for lunch. YR will be seated apart from Y1/2 class bubble. Y3/4 (27) to use hall 12.30-1. Y5/6 to eat in their class.	Staff supervising these group of children – on going	3	1	3

	• Maintain HANDS-FACE-SPACE • *From 17 May, in line with the commencement of Step 3 of the roadmap, where wraparound and other extra-curricular activities for children are taking place indoors, they may take place in groups of any number. Schools can consult the guidance produced for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children*								
C5. **Provision for intimate care means that distancing can't be followed.**	• 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	Isolation kit with addition PPE (face shields) in isolation room.	**Staff to inform headteacher if they feel PPE is required.**	2	1	2

| C6.

The spread of Coronavirus through school and wider community. | • **Engage with the NHS Test and Trace process**
• Put in place a procedure regarding the NHS Test and Trace process and how to contact your local Public Health England health protection team (this is likely to be part of the procedure outlined below)
• **Manage confirmed cases of coronavirus (COVID-19) amongst the school community**
• Put in place procedures to manage suspected/confirmed cases
• Read process for dealing with symptomatic pupils
• Read procedure for dealing with a suspected outbreak
• Identify a room that symptomatic pupils will wait in until parents collect them, ideally with:
  ➢ A door you can close
  ➢ A window for ventilation
  ➢ A separate bathroom (either attached to the room or nearby)
• Plan staff training on the process for dealing with symptomatic pupils and ensure they are aware of the steps the school will take in the event of an outbreak
• **Contain any outbreak by following local health protection team advice**
• Ensure sufficient stocks/ongoing supply of PPE equipment, using local supply chains
• Closely manage access to contractors, encourage out of normal school hours' visits. Contractors to wear masks.
• Ensure risk assessments are shared between schools and visiting contractors
• *Any educational day visits must be conducted in line with relevant coronavirus (COVID-19) secure guidelines and regulations in place at that time. This includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination.* | 3 | 2 | 6 | Symptomatic pupils to wait in the hub to be collected. They are to use the disabled toilet if needed whilst waiting. If used the toilet will be out of use until it can be cleaned properly.
Caretaker to ensure that there is a back-up stock of PPE at all times and reorder as required.

From 5 Jan
Parent tours suspended until further notice
Staff to wear masks when moving around school
Parents to be encouraged to wear masks when collecting and dropping off

From 19 April
Parent tours to be allowed on Friday after school only.

From 17 May parent tours to be allowed during the school day. Adults to wear face masks and keep 2m apart. | Headteacher – on going

Caretaker – on going – **Administrator to do in the absence of the caretaker.** | 3 | 1 | 3 |

			Risk					Residual		

| C7.

The transmission of Coronavirus when using school/public transport. | | ➢ 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:
➢ 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
   • Review school transport providers Risk assessments if appropriate | 3 | 2 | 6 | School will operate staggered start/finish times.

Regular communication with parents via letter, email and newsletter re Covid guidance. | **Headteacher – on going (communicated to parents before end of term and a reminder on 4 September)**
Reminder letter sent beg Jan 2021.
Letter sent before full return on 8 March | 3 | 1 | 3 |

C8. Insufficient risk management may place vulnerable individuals at increased risk.	• **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 • Consider the impact on staff and pupils who have particular protected characteristics, including race and disability, in developing your approach to reopening • 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	Individual risk assessments to be carried out where necessary. Review RA that are in place Review RA that are in place	**Headteacher –** ~~**3rd September**~~ Jan 2021 April 2021	3	1	3

C9.
 	
Increased vulnerability/ reduced academic performance, due to poor attendance from Sept/ lack of access to school during Covid school closures
	Attendance
	
	➢ **Communicate clear and consistent expectations around school attendance to families throughout the summer ahead of the new school year. Consider writing to parents, explaining:**
	    ➢ 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
	
	Catch Up Funding
	• 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	School is already working with the Education Welfare Officer to identify children who may need support to return to school.	Sendco – on going	1	2	2

C10. **Staffing related risks:** **Insufficient staffing levels** **Increased exposure due to working across pods/ settings** **Detrimental impact on physical and mental health and wellbeing**	~~Clinically extremely vulnerable are not allowed to attend school, where possible they should be enabled to work from home (Jan 2021)~~ Advice to the clinically extremely vulnerable to shield ceases from Thursday 1 April, as virus infection rates continue to fall. **Using temporary/cover staff** • 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 **Staff health & wellbeing** • 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	Headteacher to analyse results from staff surveys and respond in accordance with latest government and HR guidance. Headteacher to liaise with Trust on availability of staff elsewhere. From 5 Jan Class bubbles in operation to minimise mixing. HLTA cover adapted so that they are only in one class. From 19 April Reception & Y1/2 will join together at in the lunch hall and outside at break time. Y3/4 and Y5/6 will join together outside at playtime. HLTA cover will allow for staff to cross bubbles as per the Government guidance.	Headteacher ~~3rd Sept~~ Headteacher As required	3	1	3

C11. 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.	Extra-curricular activities/membership of more than one pod, provision or setting ➢ 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 **Letting to external providers** ➢ 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	Different bubbles to be separated in the hall for BC provision. Each bubble to be given resources and these will not be shared with different bubbles unless cleaned thoroughly. Cutlery/plates/bowls to be used in BC but staff will take can collect from tables.	BC staff – on going BC staff – on going BC staff - ongoing	2	2	4

C12. **Gaps in knowledge and understanding, existing as a result of time away from school, will not be made up.**	➢ 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**	Children will be assessed when they return to school; this will help to support our decisions on modifying our curriculum to address identified gaps. Current teachers to provide new teachers with info on how well children have engaged with the online learning during lockdown. 5 Jan 2021 Teachers to monitor engagement of children and phone parents to support access to remote learning. Loaning devices as required. From 8 March Children to be assessed and curriculum adapted to focus to the key elements that children need to progress. Tutoring to be offered to identified children in the summer term. Extra transition time planned so that new teachers are aware of gaps and are clear on what has been covered, in what detail and how well	**All staff –** ~~end of September~~ **Before end of March** **Teachers** ~~– 17 July~~ **Teachers and headteacher ongoing**	**1**	**2**	**2**

				children engaged during each lockdown.			

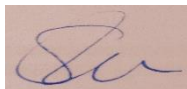| C13. Increased risk of transmission during physical and musical activity.	Settings should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance **Physical activity** ➢ 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 ➢ *External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. Schools should refer to the following advice: Coronavirus (COVID-19): grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events - GOV.UK (www.gov.uk) and guidance from Sport England for grassroot sport advice from organisations such as the Association for Physical Education and the Youth Sport Trust Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so.* ➢ *Schools should consider guidance from Swim England on school swimming and water safety lessons available at returning to pools guidance documents using changing rooms safely carefully how such arrangements can operate within their wider protective measures.* **Music** • When pupils are playing instruments, or singing in small groups such as in music lessons by, consider: ➢ 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	2	2	4	Review of how we teach PE and music to happen on our non-pupil days in September so that staff are aware of risks and how to minimise these. Update here after. **4 Jan 2021** Guidance shared with staff to remind them of expectations for PE and music teaching. 8 March reminder to staff about expectations for PE and music teaching.	All staff ~~– 4th Sept~~ **Reminders at staff meetings**	2	2	4

	➢ ensure good ventilation • Singing, wind and brass playing should not take place in choirs and ensembles, or assemblies							

C14.
 	
Experiences during Covid closures may have had a detrimental impact on children's emotional and physical well-being.
	• 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:
	  ➢ 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	Safeguarding training on the non-pupil days will ensure that all staff understand that Covid may have had a detrimental impact of children's emotional and physical well-being and what they can do support them.
					
					4 Jan
					Reminders on non pupil day.
					5 Jan
					Daily story time sessions with class teacher and weekly check ins from TA for any children not in school so that we have regular contact
					
					Teachers to use 'The Book of Hope' which reflects on recent experiences and build their PSHE curriculum around this to help resettle the children back into school.
						All staff – ~~3rd Sept~~
						
						Headteacher
						
						Teachers ~~– end of September~~
							1	2	2

Ref	Control Measures	L	I	Score	Comments	Action by whom/when	L	I	Score
C15. **Time away from the structure school environment may have resulted in a detrimental impact on children's attitude to learning and conduct.**	• 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	Time to be spent in the first few weeks re-establishing routines and rules. With clear expectations on behaviour communicated to pupils and parents. 5 Jan Regular contact from teacher/TA to support children and parents at home. PSHE session scheduled for first 2 weeks back to support children during lockdown 3.0	All staff – ~~18 Sept~~	2	2	4
C16. **Increased infection levels locally result in further school closures.**	• Ensure Trust procedures are in place to manage local closures • PHE Guidance to be followed • Headteacher to consult Executive Team, immediately	1	3	3	In the event of bubble / school closure, teachers will provide remote learning via Microsoft Teams.	Teachers as required	1	2	2
C17. **Children do not have access to high quality online learning, during further partial/full school closures.**	• 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	Teams training to take place on the non-pupil days and to be a focus of staff meetings for the first few weeks back at school. 5 Jan – learning at home mirrors what is happening in school and resources are provided to ensure all children can access learning.	Teachers – ~~4 Sept~~ and ongoing	2	2	3

Other Risk Assessments	**Specific activity risk assessments will include new additional control measures dealing with Coronavirus. Please refer to them as necessary. These include:**
	First Aid Risk Assessment Fire RA Cleaning & COSSH RA Catering RA
	(not exhaustive – Signpost to other risk assessments as necessary)

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: Sarah Price	ASSESSOR SIGNATURE:	DATE OF ORIGINAL ASSESSMENTS: 07/07 & 03/09/2020 04/01/2021 19/04/2021 14/05/2021	DATE OF NEXT REVIEW: 21/6/2021

- **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 x 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).

Simple Risk Matrix			
	Consequences		
Likelihood	Minor	Moderate	Major
Likely			
Possible			
Unlikely			

Risk Treatment Key
Intolerable Risk Level. Immediate action required
Tolerable Risk Level. Risks must be reduced so far as is practicable.
Broadly Acceptable Risk Level. Monitor and further reduce where practicable.

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

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