



Stallington Road,  
Blythe Bridge,  
Staffordshire, ST11 9PN.  
01782 394900

# The William Amory Primary School & Nursery

office@williamamory.staffs.sch.uk  
headteacher@williamamory.staffs.sch.uk

williamamory.co.uk

## COVID19 Risk Assessment, Policy and Action Plan

Updated 19<sup>th</sup> August 2020

Updated 5<sup>th</sup> September 2020

Updated 22<sup>nd</sup> September 2020

Updated 9<sup>th</sup> October 2020

- P1 – clarity about purpose and place of this policy
- P11,
- removal of out of date actions

Updated 4<sup>th</sup> January 2020 (Approved by C19LOC – SCC Local Outbreak Control – 4<sup>th</sup> January 2020)

- P1 – amendments to purpose and place of this policy.
- P11 – close contact definitions,
- P6 – singing now allowed but not recommended
- various changes to number of isolation period
- Various re-edits for clarity – meaning not changed

Updated 8<sup>th</sup> Jan in light of Restricting Attendance During the National Lockdown: Schools.

- P6 – now mandatory to sit in rows facing the front
- P10 - Science etc resources should be left unused and out of reach for 48 hours (72 hours for plastics) before being used by another class
- P11 – PPE must be worn if contact with children with symptoms cannot be kept above 2m
- P11 – PPE correct procedures with masks including disposal
- P11 – Safeguarding – DSL to maintain regular contact with parents and children. DSL to chase non worker. Teachers to alert HT of concerns for remote learners
- P13 – Temperature checks as a regular precaution is proven to be unreliable method for identifying Covid
- P13 – School has the right to refuse access to pupils who we feel has symptoms if parents insist on their attendance.
- **Please note that this is a working document. The rapidly changing nature of this pandemic and the measure put in place by agencies such as Public Health England mean that this individual copy may be out of date. Additionally, circumstances on the ground may require actions not stated in this policy or risk assessment.**
- **This policy supersedes all other school policies with the exemption of Safeguarding and aspects of Health and Safety.**
- **We currently define close contact as every member of the class/bubble. It is entirely unrealistic to expect children who may sit more than 2m apart in the classroom to somehow remain at that distance in the PE lesson or dining hall or IT lesson or during playtimes. As such, the school associates all children in a class as being close contact.**
- **We currently define the principle symptoms as a high temperature and/or a new, continuous cough. A third symptom of a loss of taste or smell is also included but is not likely to be of value in a primary school. However, in line with SCC policy, precautionary symptoms will now trigger a request to isolate and test. These include:**
  - Headaches, aches and pains
  - Feeling very tired for no good reason

- Sore throat, runny nose, sneezing
- Sometimes 'tummy ache' in children
- Chicken Pox like symptoms (not currently SCC policy but expected to be shortly)
- Testing in school. Whilst the school has access to an extremely limited number of test kits, these will only be issued if there is no chance an individual can reach a test site.
- All schools have been placed in the position of producing their own Covid policy, protocols and risk assessments. As a result, this policy will probably look very different to another schools', authorities' or organisations'. As such, stakeholders should not refer to policies from other organisations when considering courses of action as only this risk assessment will be referred to in this school.

## Purpose:

To break down our actions into the following:

- Ethos – the guiding principle that determine our actions,
- Practice – our systems that operate on a daily and weekly basis
- Emergency – what to do in potential situations
- Coherence – where this operates in association with other policy and guidance.

## Ethos

We are attempting to provide the best quality education we can to our pupils whilst maintaining a realistic but robust system to limit both infection and cross infection in particular. A degree of pragmatism is important. Learning will be affected by hygiene and other practices and this must be borne in mind when planning. However, learning will more dramatically affected if poor hygiene leads to lockdown.

### What goes on in your bubble stays in your bubble!

Our guiding principle The idea behind this is that you will assume your class is your family and act as a bubble. During regular business guidance is that there is little need for PPE for staff and little we can do about social distancing. Staff may choose to wear PPE if desired. Staff may choose to organise their classrooms as they see fit and include social distancing measures within their class as they deem fit.

**But contact outside the bubble must be treated as high risk.**

Thus contact outside the bubble (including contact with fellow staff) should be minimized, distanced and protected. With this guiding principle we can contain outbreaks (should they occur) to individual bubbles. We will have failed in our responsibility if, for example, we need to close Year 3 because of an outbreak in Year 4 as a result of children/staff not following our guiding principle.

ASC provides the only exception.

Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Action Completed Date	Risk Level Post-Action
<b>Preparing Premises after Lockdown and Summer</b>	Premises and utilities have been health and safety checked and building is compliant. <ul style="list-style-type: none"> <li>Water treatments</li> <li>Fire alarm testing</li> <li>Repairs</li> <li>Fridges and freezers</li> <li>First aid</li> <li>PPE</li> </ul>		L	<ul style="list-style-type: none"> <li>JC to conduct and catch up on Frequent Flyer tasks, particularly flushing.</li> <li>JC to flush ALL classroom sinks and toilets etc</li> </ul>	Prior week	L
	Communal, office, staff and other rooms redesigned to allow staff to work safely.		L	<ul style="list-style-type: none"> <li>Staff meetings to take place in the hall</li> <li>Playtimes staggered</li> <li>Staffrooms available for tea/coffee only</li> </ul>	INSET	L
	Entry and exit routes to the school are in place, any physical changes and/or signage required to allow social distancing are in place.		L	<ul style="list-style-type: none"> <li>BW &amp; Staff walk through entry/exit procedures on INSET</li> </ul>	INSET	L
	Main car park to be locked from 15.00 by JB/KL			<ul style="list-style-type: none"> <li>N=Main door</li> <li>R=Main R door</li> <li>1= Main KSI door</li> <li>2=Corridor exit</li> <li>3/4=Fire doors</li> <li>5=Main KSII exit – priority No.2</li> <li>6=Main KSII exit – priority No.1 @ 15.25 (Tech Suite)</li> </ul>	INSET	L
	Consideration given to the arrangements for any deliveries.  Classrooms – see below	Cannot foresee unexpected deliveries. Catering deliveries.	L	<ul style="list-style-type: none"> <li>JP to arrange delivery system &amp; holding areas.</li> <li>JP to arrange entry requirements (contractors rather than deliveries)</li> </ul>		
<b>Emergency Evacuations</b>	Evacuation procedure does not change.	Reduced staffing levels	L-H	<ul style="list-style-type: none"> <li>The risk of fire far outweighs the risk of cross contamination. The priority MUST be to evacuate as rapidly as possible. For this reason – Evacuation procedure REMAINS UNCHANGED.</li> </ul>	L-H	

				<ul style="list-style-type: none"> <li>Staffing levels should have no impact on evacuation procedures.</li> <li>Fire drill to continue.</li> </ul>		
<b>Cleaning and waste disposal</b>	Contractors to follow enhanced cleaning regime is in place in line with <u>COVID19: Cleaning in non healthcare settings guidance.</u>	Cleaners are not aware of their obligations.	M/L	<ul style="list-style-type: none"> <li>KL to ensure that on site cleaners have received adequate updates from contractors in written form (ie email from Chartwells).</li> </ul>	INSET	L
	<b>Nursery:</b> Staff to follow enhanced cleaning regime in line with above.	Staff are not aware of obligations	M/L	<ul style="list-style-type: none"> <li>TM to train staff in enhanced cleaning and to monitor updates on documentation</li> </ul>	Current	L
	<b>School &amp; Nursery</b> Adequate cleaning supplies and facilities around the school are in place.	Insufficient soaps and sanitisers as result of large demand.	M	<ul style="list-style-type: none"> <li>KL to store at least 4 weeks supply in locked cupboard.</li> <li>Bar of soap placed on every sink regardless of other soaps and sanitisers</li> </ul>	O/G	L
			M	<ul style="list-style-type: none"> <li>JC to replace soap and marry half filled soaps.</li> <li>Each teacher to hold at least 1 spare pack hand towels</li> </ul>		
		Rooms do not have tissues.	M	<ul style="list-style-type: none"> <li>TM to manage Nursery supplies as above</li> </ul>		
	Capacity for paper waste.			<ul style="list-style-type: none"> <li>Each class to remove paper waste bin once a day – cleaners/JC a second time each day. Bags sealed.</li> </ul>	O/G	L
	Process in place for safe removal and/or disposal of face masks.	Paper towels overflow	H	<p><b>PPE to be worn</b></p> <ul style="list-style-type: none"> <li>Each class to monitor soap and paper stocks daily (ie check at lunch)</li> </ul>		
	Sufficient time for enhanced cleaning	Face Masks not seen as general waste	M	<ul style="list-style-type: none"> <li>JP to organise placement of MASKS ONLY bins in KSI, KSII and main entrance.</li> <li>All school staff advised to leave the site by 16.30 in order for cleaning to be undertaken.</li> <li>(Nursery to close 17.30 for Autumn term to allow for enhanced cleaning.)</li> <li>Mask bins emptied after staff have left.</li> </ul>	INSET	M/L
					O/G	L

## Classrooms – (School and Nursery).

There is no realistic expectation that classrooms can allow for social distancing.

- Given the age and the numbers in each room and the number of rooms available, any attempt to have social distancing greater than 0cm is unrealistic without partial closure of the school.
- The need to group children by ability for varying subjects and the advantages that this allows for both teachers and pupils outweighs the perceived benefits of keeping children regulated to the same seat. To do so would seem a false safeguard. However, staff may prefer to organise in fixed positions if they feel they are able to manage this.
- Older children may reasonably be expected to manage their own resources (ie pencils) but it would be unrealistic to expect them to move around the class taking pencils etc with them. Younger children would not be able to achieve this in any case. However, best practice would be to attempt for children to keep their own resources
- Cleaning and handwashing routines are part of the curriculum.
- **The rationale, therefore, is to attempt to exclude contact with classes outside the 'bubble' and to attempt to reduce risks within the 'bubble' but to be realistic in that each child is likely to have very close contact with every other child within the class – WHAT GOES ON IN THE BUBBLE STAYS IN THE BUBBLE**

Classrooms	Sharing of equipment should be limited to the bubble.		M	• Teachers and TAs to organise this with each other and make amendments as required.	O/G	
	At lunch items should be disinfected by classroom staff:		M	• Simple spray-30 secs- wipe off all hard surfaces. Teachers	O/G	L
	<ul style="list-style-type: none"> <li>• Tables &amp; Chairs</li> <li>• Door handles</li> <li>• Taps</li> <li>• Keyboards if necessary</li> <li>• Other areas as necessary (ie reading chairs)</li> </ul>					
	Non-essential equipment or resources which are not easily washable or wipeable to be removed.	Soft toys, cushions etc hard to wash.	M/H	• Y5 & Y6 cushioned chairs cannot effectively be replaced (more risk in hall than 'bubble' classroom).	O/G	L
			H	<ul style="list-style-type: none"> <li>• <del>Daily spray disinfection via fogger. Cannot be undertaken as sets off fire alarm</del></li> <li>• <del>Classroom cushions removed (unless required for medical needs).</del></li> </ul>	INSET	
	Handwashing is to be considered part of the curriculum. In doing so, staff are more likely to see it done correctly than trying to rush through it to get started on learning.	Handwashing is rushed for learning.	L	• Handwashing routines at start of each session and end of day.	O/G	L
	Hygiene practices reminded regularly (ie catch it bin it kill it, sneezing etc).	Complacency	L	• As above	O/G Weekly	L

	<p>'Chewers' should have own pencils &amp; pens.</p> <p>Seating arrangements</p> <ul style="list-style-type: none"> <li>• <del>It is mandatory to sit in rows facing front. Best practice would be sitting in rows to ensure that children are not facing each other – likely to reduce the impact of breath vapour/aerosol transmission from children who face each other.</del></li> <li>• <del>Pragmatic solution is to have a group table for teacher interaction and sitting in rows.</del></li> <li>• <del>Certain classrooms (ie Y2 &amp; Y1 in particular) may not be able to physically manage this. The loss of the carpet area may not be sufficient and may impact on learning in these younger classes.</del></li> <li>• Nursery continue as before.</li> </ul>	Assuming that saliva is a transmitter.	L	<ul style="list-style-type: none"> <li>• Regularly means daily for first few days followed by every other day etc.</li> <li>• No fewer in autumn than once a week</li> </ul>	O/G	L
			M/L	<ul style="list-style-type: none"> <li>• Monitor who chews pens.</li> <li>• Teachers to attempt best practice or pragmatic solution. This is more feasible in KSII than EYFS and KSI.</li> </ul>	INSET	L
	All children are included in distinct 'bubbles' that do not mix and the number of children in each bubble is as small as possible.	Phonics & Shared activities.	L	<ul style="list-style-type: none"> <li>• Adhere to playtime and lunchtime rules and times.</li> </ul>	O/G	L
	Staffing allocations to groups determined, minimising contact with multiple groups as much as possible.	Dinner Ladies & some isolated staff such as MC.	M	<ul style="list-style-type: none"> <li>• Staff who do move between classes to adhere to cleaning and hygiene practices below.</li> </ul>	O/G	L
	PE and hall		?	<p>Because of curriculum constraints, added to space requirements, all PE will take place in school uniform (autumn and spring term). Only trainers should be bought into school for PE outdoors.</p> <p>Hall can be used for non aerosol producing activity.</p> <p>In addition, increased exercise will lead to increased aerosols in the air.</p>	INSET	L

	Music and other subjects  Technology and Computer rooms		?  ?	<p><del>Lessons which involve raise risk of aerosols (ie singing) are not permitted during Autumn and Spring.</del></p> <p>Singing is now permitted under current guidance though it should be discouraged, quiet and in a well ventilated room (ie Y3 could have all windows and doors open)</p> <p>Shared rooms can be shared. However, this should be done on a half day basis only and staff will need to ensure surfaces are disinfected before use following protocols listed in this risk assessment.</p>	INSET	L
Teaching	Remote Teaching	Teacher is ill. – SMT to refer to Oak National Academy.	L	<ul style="list-style-type: none"> <li>Each class should have a pack available for all pupils for immediate distribution. There should be enough work for approx. 3 days.</li> <li>10 days individual isolation <ul style="list-style-type: none"> <li>Workpack. After this, referrals should be made to Oak National Academy.</li> </ul> </li> <li>10 days whole class lockdown</li> <li>Workpack in first days. Then remote teaching as per lockdown</li> </ul>	If Req. CT	L
	<b>Specifics:</b> Marking		M	<ul style="list-style-type: none"> <li>Marking should be attempted within school to avoid taking books home.</li> <li>Only core books need be marked (Eng &amp; Maths). For Autumn term no other book need comment though they should be marked.</li> <li>Books CAN be taken home though staff should ensure that they are not kept in shared areas such as dining room tables.</li> </ul>	If Req. CT  O/G CT Spring 21	L  L/M
	Working with pupils individually		?	<ul style="list-style-type: none"> <li>Staff should attempt to maximise the distance between themselves and pupils.</li> </ul>	O/G INSET	?

	Homework including reading		?	<ul style="list-style-type: none"> <li>Staff should wear PPE if they feel it necessary (ie if vulnerable) when in contact with children.</li> <li>Staff to use tape to increase gap between teacher and children.</li> <li>Oxford Reading Tree online to be used for R-Y3+</li> <li>Homework &amp; Reading Diaries not used in Autumn/Spring</li> <li>Dojo used as homework platform.</li> </ul>	INSET	L
Staffing	Staffing Numbers Including at least one of the following: <ul style="list-style-type: none"> <li>Paediatric First aider</li> <li>Designated Safeguarding Lead (DSL)</li> <li>SENCO</li> <li>Caretaker/site member</li> <li>Office staff member</li> </ul>		L	Current actions sufficient.	O/G	L
	Staff Wellbeing		?	Signs up for wellbeing services. SMT to talk to staff where needed. <i>Regular communication with remote workers</i>	O/G	?
	Staff meetings		M	To take place in hall.	O/G	L
	Specific needs		?	Individual RA for staff with individual needs	OG BW	?
	Clothing		?	<del>Staff advised to have "work" clothes and "home" clothes.</del>	INSET	L
	PPE - General Standard surgical masks Gloves Visors		LM H	Masks and shields provided to be used at will. Staff must ensure that all PPE close to eyes is handled with both hands. This is particularly relevant to visors with arms that go over the years.	OG	?
	First Aid PPE		M/H	<i>See also PPE for contact with children with symptoms</i>	OG	?



	Outside Bubble Contact		?	<p>Full PPE (incl visors) to be used in first aid situations where necessary.</p> <p>Full PPE to be used where suspected Covid case</p> <p>Staff should take all measures, including wearing of PPE when in contact with those outside their class such as other staff, parents and contractors.</p>	O/G	?
	<p>Arrangements in place for any visitors/ contractors on site, protocols and expectations shared.</p> <p>NB: Their employer may require them to wear PPE. This should be documented as part of the risk assessment carried out by the Contractor.</p>		L	Contractors and visitors must adhere to visitor checklist	O/G JP	L
	Arrangements in place for Little Sports & other providers.			<p>Music lessons Risk Assessments agreed.</p> <p>Little Sports Risk Assessments agreed.</p>	<p>O/G</p> <p>Wk 1 SMT</p>	<p>L</p> <p>L/M</p>
<b>Social Distancing &amp; Shared Resources</b>	School drop off/pick up times and locations	Latecomers Multiple children families	L	<ul style="list-style-type: none"> <li>Early drop appears to have worked effectively prior to lockdown. This appears to be a more effective solution than staggered starts/finishes – particularly as the latter will lead to parents remaining on site for siblings.</li> <li>Use of exits and entrances for each class will change.</li> <li>Year 6 &amp; 5 use common entrance and stagger exit times.</li> </ul>	<del>INSET</del> OG	L
	Break and lunch times are staggered. Plans for social distancing during these times in place, such as when queuing for lunches	Adherence to timetable Staffing levels at lunch Slow eaters	L/M	<ul style="list-style-type: none"> <li>Classes to adhere to playtimes timetable and stick to zones.</li> </ul>	<del>INSET</del> O/G	L
	Toilet arrangements	Limited toilets and limited bladder/bowel control	L	<ul style="list-style-type: none"> <li>Children cannot be allocated toilet times. It is unlikely that it has a high risk for the occasional multiple occupancy a few times a day.</li> <li>Classes should aim to avoid other class' playtimes</li> </ul>	O/G	L

	Assemblies.	N/A	H	<ul style="list-style-type: none"> <li>• Merit only initially via Zoom.</li> </ul>	O/G	L
	Social distancing plans communicated with parents, including approach to breaches.	Parents do not adhere to rules	M	<ul style="list-style-type: none"> <li>• See Communication &amp; Parents</li> </ul>		
	Playground equipment and balls etc	Bored children	H	<ul style="list-style-type: none"> <li>• No trim trail etc.</li> <li>• No centralised equipment, cones (other than social distance cones) or balls</li> <li>• Classes may save own equipment (ie skipping ropes, balls, cones, etc)</li> <li>• Each class will be allocated 2 balls for term. These to be labelled and taken from and into class. One can be used for kicking, one for handling (ie basketball).</li> </ul>	O/G	L
	Shared Resources (ie PE equipment and computers)		M/H	<ul style="list-style-type: none"> <li>• Keyboards and mice should be 'misted' with spray after class in computer room.</li> </ul>	INSET OG	M/L
	Incl		M/H	<ul style="list-style-type: none"> <li>• the computer room is booked for Y6,5,4,3,2) one day per week – solely for the use of that class. This will be reviewed.</li> </ul>		L
	<ul style="list-style-type: none"> <li>• computer room</li> <li>• Water fountains</li> <li>• School Trips</li> <li>• School Clubs</li> <li>•</li> </ul>		L	<ul style="list-style-type: none"> <li>• Cones etc can be shared <u>equally</u> between classes beforehand.</li> </ul>	INSET OG	L
			M/H	<ul style="list-style-type: none"> <li>• Cooking curriculum is not required in Autumn term. However cooking can be done – procedure letting people know. Time should be limited to 24 hours as this is a fairly hygienic process anyway.</li> </ul>	INSET OG	L
			M	<ul style="list-style-type: none"> <li>• Science etc resources should be left unused and out of reach for 48 hours (72 hours for plastics) before being used by another class</li> </ul>	INSET	L
			H	<ul style="list-style-type: none"> <li>• Water fountains will be sealed off (note – flushing still required). Water fountains updated to non contact</li> </ul>	INSET OG INSET	L

			H	<ul style="list-style-type: none"> <li>No school trips</li> <li>No school clubs (unless within bubble and academic in nature).</li> </ul>	OG	
PPE	<p>PPE requirements understood and appropriate supplies in place.</p> <p>Long term approach to obtaining adequate PPE supplies in place.</p> <p>PPE must be worn by staff caring for a child with a suspected case of Covid if a distance of 2m cannot be maintained.</p> <p>Face masks (surgical and cloth)</p> <p>Masks and bags available in covid store</p>			<ul style="list-style-type: none"> <li>See staffing.</li> </ul> <p>Note – visors with glasses type arms should be handled with two hands to ensure that eyes are not harmed when they are put on or taken off.</p> <p>Note – fogging should only be done wearing chemical breathing apparatus.</p> <p>Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully.</p>		
SAFEGUARDING During Lockdown	In school - staff continue to be vigilant and report any concerns in the current policy		L	<ul style="list-style-type: none"> <li>No change</li> </ul>	OG	
	Remote Learners		L	<p>DSL to maintain contact with remote learners via dojo on a regular basis (several times a week).</p> <p>DSL to contact non remote workers for support.</p> <p>Staff to report to DSL any concerns for remote learners</p>	OG	

## Response Scenarios

Note that testing BEFORE you display symptoms may result in a negative result. The school is unsure of the lead time between an infection event and positive evidence but this could be up to 7 days, perhaps more.

Testing should only take place if you display symptoms or are told to do so by NHS etc.

Response to suspected/ confirmed case of COVID19 in school	A child sneezes or coughs		?	Catch it – Bin it – Kill it actions Classroom actions only	O/G Classroom	?
	A child has a persistent cough in short bursts or at specific times (ie after playtime on cold days)		?	Catch it – Bin it – Kill it actions Make an attempt to move them so that aerosols released do not infect others (ie table facing wall). Classrooms actions only		?
	A child displays other symptoms below: <ul style="list-style-type: none"> <li>a high temperature</li> <li>a new, continuous cough – this means coughing a lot, for more than an hour, or 3 or more coughing episodes in 24 hours</li> <li>a loss or change to sense of smell or taste – this means they cannot smell or taste anything, or things smell or taste different to normal</li> </ul>		?	Temperature test via accurate ear probe test (office)  >37.8oC – sent home for test – Office first aider decision. Siblings sent home incl nursery <37.8oC – kept in isolation for 20 mins and checked again. Returned to classroom (or sent home if ill ie cold, sick etc)	O/G  First Aider Office FA Office FA HT	?
	<p>COVID CONFIRMED:</p> <p>.gov define close contact as below. However, SCC have introduced further definition which, at the time of press, must be seen to supersede .gov (hence crossed out)</p> <p><del>A contact is a person who has been close to someone who has tested positive for COVID-19 with a polymerase chain reaction (PCR) test. You can be a contact anytime from 2 days before the person who tested positive developed their symptoms, and up to 10 days after, as this is when they can pass the infection on to others.</del></p> <p><del>A contact can be:</del></p> <ul style="list-style-type: none"> <li><del>anyone who lives in the same household as someone with COVID-19 symptoms or who has tested positive for COVID-19</del></li> <li><del>anyone who has had any of the following types of contact with someone who has tested positive for COVID-19 with a PCR test:</del></li> <li><del>face to face contact including being coughed on or having a face to face conversation within one metre</del></li> <li><del>been within one metre for one minute or longer without face to face contact</del></li> <li><del>sexual contacts</del></li> <li><del>been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)</del></li> <li><del>travelled in the same vehicle or a plane</del></li> </ul> <p><del>An interaction through a Perspex (or equivalent) screen with someone who has tested positive for COVID-19 is not usually considered to be a contact, as long as there has been no other contact such as those in the list above.</del></p>					

If you are a contact of someone who has tested positive for COVID-19 you will be notified by the NHS Test and Trace service via text message, email or phone and should follow this guidance closely.

In addition, Staffordshire County Council have updated close contact to:

Close contacts are anyone in contact with a confirmed case during the infectious period, in the following circumstances:

- Household contact.
- Direct contact:
  - Face to face contact within one metre for any duration;
  - Skin to skin contact;
  - Someone the case coughed on;
  - Any contact within one metre for more than one minute.
- Proximity contact:
  - Within one to two metres on one or more occasions during a single day for a total duration of more than 15 minutes; or
  - Travelling in a car or other small vehicle or close to the case on a bus, train, plane.

Routine temperature checks is not recommended by PHE as it is an unreliable identifier.

A family member (non household but some contact – ie weekend at grandparents) of bubble (staff or pupil) confirms COVID		?	Parents inform school by phone. Form COVID CONTACT completed via email. SMT confirm/deny access to school.	HT/SMT Parent	?
A household member of a bubble (staff or pupil) confirms COVID		?	Parents inform school by phone. Office note start date on MIS 10 days isolation. Class continues. HOWEVER – if pupil/staff confirms as Covid, whole bubble isolates.	HT/SMT Parent(s)	?
A member of the bubble (staff or pupil) confirms COVID		?	Whole bubble isolates 10 days.	HT/SMT Parent	?
Siblings (ie, a child has Covid in Y2 and class member has sibling in Y4 or ASC)		L	Siblings do not need to isolate for any period (unless they have had close contact. HOWEVER – if pupil in quarantined bubble then displays symptoms, sibling must isolate and follow protocols above.		L

	A staff member or pupil gets tested and it comes back negative	This is likely to be irrelevant. Facts are hard to come by but at time of RA it appears that there is a strong possibility that a test taken too early will result in an inaccurate negative result. Appendix below indicates that the best time to detect via nasal swab is at the start of symptoms. Tests taken 2 days before symptoms are potentially more accurate but tests taken 5 days before symptoms will be inaccurate. Given that incubation is 10 days – it is very likely that many will test too early. <b>If a class is quarantined – it's 10 days – not unless tested positive.</b>				
	Disagreement of symptoms with parents or carers	“In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, <b>schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19).</b> Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice.” DfE Jan 21				
<b>Pupils – particularly non lockdown pupils</b>  <b>Incl Safeguarding</b>	Uniform  Food storage Tuck <del>Water</del> Wellbeing – general   Wellbeing – specific ie bereavement, domestic violence etc.		L  L L  L L  ?	<ul style="list-style-type: none"><li>• Pupils should wear uniform as bubbles remain isolated. However, if parents wish to have school/home clothes and/or uniform is not available – suitable alternatives can be worn.</li><li>• Food bags stored in classrooms</li><li>• No tuck</li><li>• <del>No water fountain available. Water fountains updated for non contact.</del></li><li>• Experience has shown that children are very keen and eager after first few minutes. Staff experienced enough – no special measures needed.</li><li>• Contact Bereavement services</li><li>• Staff to be proactive in listening to children.</li></ul>	INSET     INSET INSET  O/G	L  L L  L L  ?
<b>Attendance</b>	Absence for shielding  Absence as a result of concerns		L  ?	Online learning provided by teacher.  SMT discussions with parents. Advice taken from LA	O/G  O/G	L  ?
<b>Governors/</b>	Meetings held online.		L		O/G	L
<b>Before and after school club</b>	A pragmatic approach is required for ASC. The consequences of not providing this service needs to be weighed against the risk of running it. Included within this consideration is the hours and the mixing of children. Early and late sessions are very popular and not providing them would have a significant impact on parents' ability to work etc. Additionally, the staffing structure and space available limits any realistic attempt to separate into different bubbles.					

	The judgement of the school is that the benefits of operating outweigh the risks associated with coronavirus. Consequently, children from different bubbles within the school will be mixed within this club.					
	<ul style="list-style-type: none"> <li>• Hygiene</li> <li>• Social distancing</li> </ul>		?	See above entries	INSET	?