

Coronavirus (COVID-19): risk assessment for full opening of Christchurch Junior School in September 2020

Schools are being asked to welcome back all pupils from September, ensuring the risks from coronavirus (COVID-19) are managed while doing so. This means that school employers and leaders are legally required to think about the risks staff and pupils face and do everything reasonably practicable to minimise these risks. Schools must make sure a risk assessment has been undertaken to identify the measures needed to reduce the risks from coronavirus and make the school COVID-secure.

School employers have a legal duty to consult their employees on health and safety in good time – we have done so, taking feedback from our staff and making adjustments where necessary. It may also be appropriate to involve pupils and parents in these discussions to help them understand the measures that are being put in place. We actively invite feedback from pupils and parents – please communicate any thoughts via our school office.

Schools should share the results of their risk assessment with staff and consider publishing it on their websites to provide transparency for pupils and parents – HSE expects all employers with over 50 staff to do this. We have published this document to our website and where we make amendments, the most up to date assessment will be available online.

Once completed, the risk assessment needs to be monitored and reviewed regularly, to ensure the measures are working and to take action to address any shortfalls.

Schools should undertake a risk assessment by considering the measures in the DfE's '[Guidance for full opening: schools](#)' to inform decisions on what control measures should be implemented. The template below has been created in line with DfE guidance.

The following risk assessment details the actions we have taken to reduce risk to a low level. These actions have all taken place and will continue to be acted upon, as required.

**Opening schools for all children and young people:
Planning for Christchurch Junior School September 2020**

Theme	Key action list
Children and parents	All pupils and staff are expected to return in September
	<ul style="list-style-type: none"> • All pupils should return in September and have been encouraged to do so through the letter sent to parents/carers in July 2020. • It is a legal expectation that all pupils do attend and we will work with those families to encourage attendance where there may be barriers.
	Plan content and timing of communications to parents and pupils (including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils, for example, arrangements for drop-off/collection).
	<ul style="list-style-type: none"> • Letter has gone out to all parents and is available on the school website (July 2020) explaining the return and daily arrangements for pickup, drop off from Monday 7 September (and that all arrangements are subject to change). • The letter explained that all pupils would be expected to attend school in September. • Letter explained that if there were issues with drop off and pickup times for siblings then parents should contact the school. We will the work with families to overcome difficulties. • Parents are encouraged to phone school and make telephone appointments if they wish to discuss their child (to avoid face to face meetings). • We will continue to communicate regularly with the school community as and when required. (e.g. addressing Government updates and changes to school systems).
	Plan to resume taking attendance registers
	<ul style="list-style-type: none"> • Attendance registers will be recorded in SIMS from September

	<p>Agree what returning support is available for vulnerable and/or disadvantaged children (including any dual-registered students) and put in place provision for the return of pupils with special educational needs and disabilities (SEND) in conjunction with families and other agencies and engage with partners who will help to provide that support, for example, local authorities.</p>
	<ul style="list-style-type: none"> • TA support for vulnerable pupils will be put in place. • Some pupils with very specific needs will be returning on a part-time timetable (Y3). This will be time limited and has been arranged directly with the relevant families. • TA support within Year group bubbles for pupils with SEND. • Disadvantaged pupils in all year groups to be highlighted so that appropriate support for closing attainment gaps can be targeted. • Pastoral support provided to acknowledge and identify differences in lockdown experiences. • PSHE lessons developed to provide opportunities for pupils to work through their lockdown experiences and prepare them for learning, in the school environment. • Risk assessment of EHCP pupils to be carried out by SENDCo and support to be discussed for those pupils for whom a partial return to school is considered appropriate.
	<p>Agree what safeguarding provision is needed in school to support returning children (e.g. where new issues have arisen, or existing ones escalated) and consider any necessary changes and referrals as all children return to school.</p>
	<ul style="list-style-type: none"> • Designated Safeguarding Leads will be on site every day. • Staff to raise concerns via 'My concern' – the schools online safeguarding programme. • Regular welfare checks have enabled us to be timely in supporting parents with new/ongoing issues as has regular contact between class teachers and families. • Updates are being received from BCP regularly and reviewed and actioned as required. • An annexe to the safeguarding policy is already in place during the school "closure" period. • Flag pupils with emotional concerns related to Covid 19. • Those pupils who are still unable/unwilling to attend, will be provided for academically and emotionally, with safeguarding of these pupils are priority.

	Update behaviour policies to reflect the new rules and routines necessary to reduce risk in your setting and agree how to communicate this to school staff, students and parents and review uniform expectations.
	<ul style="list-style-type: none"> Behaviour policy is still relevant but has been updated to take into account the current pandemic. Staff should adhere to it remembering social distancing requirements at all times. These will be shared with pupils on their return to school and taught explicitly on pupils' return to school. <p>Uniform</p> <ul style="list-style-type: none"> Pupils will wear school uniform "Uniforms do not need to be cleaned any more often than usual or in any different way to normal due to coronavirus (Covid-19)." (DfE guidance) PE kit to be worn on days when pupils are timetabled for gym/dance or games
	Work with your catering supplier to ensure meals are available for all children
	<ul style="list-style-type: none"> Packed lunches for all pupils for the first two weeks and this will be reviewed and communicated with parents. Harrisons to provide packed lunches for those pupils eligible for FSM (menu has been circulated to parents).
	Agree whether breakfast clubs, lunch clubs and after-school clubs can operate (in line with the <u>implementing protective measures in education and childcare settings guidance</u>), and under what terms.
	<ul style="list-style-type: none"> After school club provision (Funtastic) – plans in place for this to open again in September. This will be monitored closely as year group bubbles will be mixed but Funtastic staff will be putting in measures to keep children separated. School will continue to monitor this in action. RA must be provided by Funtastic leader and cleaning protocols established in line with Twynham Learning expectations. To avoid mixing during after-school clubs, a carousel system will be operated with children from different bubbles rotating between activities (e.g. inside, outside, snack time etc.) with cleaning surfaces between groups. (BC proposal to RN) No after school extra-curricular clubs will be running at this point in time but we are planning to have some school staff run clubs starting before half term. These will be run for individual year groups

	<p>bubbles and in line with current guidance. We will communicate these opportunities to parents once they are available.</p> <ul style="list-style-type: none"> • External providers of after school clubs have been contacted about their capacity to provide activities for year group bubbles in a safe manner. The plan would be for these to start after half term depending on if the provider can satisfy the requirements of government advice and guidelines. We will communicate with parents once we are satisfied a safe offer can be given.
Staff (teachers, support staff and non-teaching staff)	Decide content and timing of staff communication(s) including if bringing staff in, in advance of pupils returning is necessary.
	<ul style="list-style-type: none"> • Expectation that all staff will return in September, including those who have been shielding. Current status is that all staff will be returning to school (August 2020). • Thursday 3 September is an INSET day where the plans for Autumn term will be shared with staff. • All communications to parents will be emailed to staff. • Involve employees in plans to return to school and listen to any suggestions on preventative measures that can be taken. Staff have been asked to email any queries about working practices for September to the Deputy Headteacher who will collate these, find answers to them and share with all staff.
	Agree any flexible working arrangements needed to support any changes to your usual patterns (for example, staggered start/end times).
	<ul style="list-style-type: none"> • Staggered drop off and pick up times in place and communicated with parents. • Start of term arrangements sent to parents at the end of the summer term. • Lunchtime arrangements and breaks are in place to ensure that year group bubbles are unable to mix – MDMS • The playground is zoned so that year group bubbles are unable to mix. Equipment will not be shared between bubbles.

	Agree staff working practices
	<ul style="list-style-type: none"> • Generally staff will mark books in school, washing their hands before and after. On occasions it may be necessary for staff to take books home for marking although there is no expectation for them to do so. • Where possible, staff to plan for pupils to mark their own learning. • Immediate verbal feedback will be our preferred method. • Use mini whiteboards for ongoing assessment during the lesson to reduce the need to move around the class and support 2m social distancing
	Decide what staff training is needed to implement any changes the school plans to make (for example, risk management, curriculum, behaviour, safeguarding).
	<ul style="list-style-type: none"> • Reminders in September of working practices during the pandemic. • Induction for new staff. • Any risk assessments will be circulated to staff beforehand. • Update to behaviour policy. • Ensure PE and games staff are clear of protocols for their lessons. • Safeguarding training for all staff on Thursday 3 September. • Update training for use of 'My Concern' programme will be delivered in staff meeting on Monday 7th September.
	Put in place measures to check on staff wellbeing (including for leaders).
	<p>Same measures will apply as before – this will be done through team leaders. Senior leaders will check on the wellbeing of Year Leaders regularly. Headteacher will check the wellbeing of Senior Leaders. Chair of the LAB will check HT's wellbeing.</p>
Protective measures and hygiene	Read the guidance on implementing protective measures in education and childcare settings and agree how this will be implemented in your school, including agreeing on any necessary updated health and safety policy and risk assessments.

<p>Minimise the risks of coronavirus (COVID-19) transmission</p>	<p>System of controls</p> <p>This is the set of actions schools must take. They are grouped into ‘prevention’ and ‘response to any infection’ and are outlined in more detail in the sections below.</p> <p>Prevention:</p> <ol style="list-style-type: none">1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school. <p>Information in red font has been taken directly from DfE guidance and is being followed by Christchurch Junior School.</p> <p>Ensuring that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in at least the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19).</p> <p>All schools must follow this process and ensure all staff are aware of it.</p> <p>If anyone in the school becomes unwell with a new and persistent 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 and advised to follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’, which sets out that they should self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19).</p> <p>If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10 day isolation period from the day they develop symptoms.</p> <p>Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</p>
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If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.

If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.

PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance.

As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.

Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace.

Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance.

Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).

	<p>2) clean hands thoroughly more often than usual – children and adults will be cleaning hands on arrival at school and then before/after breaks and eating.</p> <p>3) ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach.</p> <p>4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p> <p>5) minimise contact between individuals and maintain social distancing wherever possible – children will be taught this explicitly and reminded regularly.</p> <p>6) where necessary, wear appropriate personal protective equipment (PPE)</p> <p>Numbers 1 to 4 must be in place in all schools, all the time. We have these in place at CJS. Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.</p> <p>Number 6 applies in specific circumstances.</p>
<p>Process that should be followed if anyone develops coronavirus (COVID-19) symptoms while at school.</p>	<p>Response to any infection:</p> <p>7) engage with the NHS Test and Trace process</p> <p>8) manage confirmed cases of coronavirus (COVID-19) amongst the school community</p> <p>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</p> <p>The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</p>

The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:

- direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)
- proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual
- travelling in a small vehicle, like a car, with an infected person

The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see section 5 of system of control for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.

A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.

Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'. They should get a test, and:

- if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.
- if the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the

	<p>symptomatic person first had symptoms, following 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'</p> <p>Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> <p>Further guidance is available on testing and tracing for coronavirus (COVID-19).</p> <p>9. Contain any outbreak by following local health protection team advice</p> <p>If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.</p> <p>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.</p> <p>In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</p> <p>9) contain any outbreak by following local health protection team advice</p> <p>Numbers 7 to 9 must be followed in every case where they are relevant. CJS will do this.</p>
	<p>Decide the physical and organisational structures needed to limit risks and limit movement around the building(s) (for example, classroom layouts, entry and exit points, staggered starts and break times, class sizes, lunch queues, use of communal staff areas). Agree how safety measures and messages will be implemented and displayed around school.</p>

Accessing the school site and main building

- Staggered starts and finishes to the day – see table below.
- Y6 to enter via Bluewater car park from Clarendon Rd
- Y5 to enter via the field gate on Clarendon Rd

There will be drop and pick up areas with social distancing for parents – pupils to stand in the on socially distanced markings in class bubbles) and leave when teacher indicates.

- Y4 enter via the Portfield Rd gate and exit via the main car park or once at the car park loop back through the Portfield Road gate, via the Infant School playground. Take care when entering and exiting, giving space to others.
- Y3 drop off and pick up via the Y3 gate

Year Group / Class	Drop off	Pick up	Location
3SC	8:30	2:45	Y3 gate via the main car park
3BB	8:40	2:55	
3GF	8:50	3:05	
3DH	9:00	3:15	
4SF, 4VD	8:30	2:55	Enter via Portfield Road gate. Drop off by the shade shelter and exit through the main car park, or once at the car park, loop back round through the Infant School playground, exiting through the Portfield Road gate. Take care when entering and exiting, giving space to others.
4AA, 4CC	8:45	3:10	
5GW, 5FL	8.30	2:55	Clarendon Road field gate
5KL, 5EY	8:45	3:10	
6JW, 6DB	8.30	2:55	Small car park gate (Clarendon Road)

	<ul style="list-style-type: none"> • Drop off and pick up locations will have a staff presence (SLT and other available staff) • Gathering at the school gates will be discouraged to avoid queues and blocking of pavements • Tables socially distanced in classrooms, pupils must only leave their seat when teacher indicates to do so. • Pupils will be sat in pairs, side by side and facing forwards towards the front of the class. • Partition the playground into 4 sections and the field into 6 sections • Staggered playtimes and lunchtimes • Pupils to eat lunch in classrooms • Wash your hands sign on doors – wash on the way in and out • Toilet door one -in one out signs, wash your hands 20 secs, children to only use toilets in their year base. • Keep left signs in corridors • Water fountains to be taped off, hand dryers disconnected as per gov guidelines • Bin it posters, handwashing and social distancing reminders in classrooms • Social distance signage at the entrances to school • Regular opportunities throughout the day (hourly) for pupils to wash their hands (on entering school at any point during the day, before eating, after break, after going to the toilet, after sneezing, touching shared equipment) • Hand sanitiser, soap, tissues and gloves in all classrooms • Desks to be wiped down with suitable cleaning product before and after lunch • Doors at the end of Y5 and Y3 corridors to be opened to allow easy access at the start and end of the day, break and lunchtimes • Crossing in corridors in considered low risk –tape along the middle of the corridor and social distancing markings encouraging pupils to stay to the left and keep apart. • Pupils to eat lunch in classrooms or outside (weather dependent) • Rooms to be well ventilated, windows and doors open where possible
Staff Areas	<ul style="list-style-type: none"> • We will continue to limit the number of staff in the front office • Photocopiers will remain in the 3 separate locations for the foreseeable future with hand sanitiser to be used before and after. • Staff working upstairs will continue to use the facilities on the first floor

	<ul style="list-style-type: none"> • Staff on the ground floor will use the toilets, kitchen and lower base (staff room) • Staff meetings can be held in the main hall or online • Staff must observe 2m social distancing • Regular hand washing and sanitising • Clean any shared areas more regularly throughout the day. e.g. kitchen work surface, kettle, fridge handles.
	<p>Decide what an enhanced cleaning schedule looks like and how it will be implemented in your school (for example, how often, when/if an additional clean is necessary) and how you will ensure sufficiency of supplies.</p>
	<ul style="list-style-type: none"> • Cleaning equipment in every classroom for touch points, tables and shared equipment • TL cleaning protocols in place and shared with cleaning staff • Caretaker to notify Deputy Headteacher when supplies are moderate (not low!) • Regular cleaning of tables, toilets and toilet door handles by caretaker and year group staff (TAs / teachers) • Caretaker and staff to clean touch points during the morning and afternoon e.g. handrails on stairs, tap, door handles, switches etc. • Shared resources thoroughly cleaned before being used by another class or bubble. • Cleaning of all classrooms and shared spaces at the end of the school day
	<p>Decide the approach to enhance hygiene (for example, toilet use, hand washing) and decide on policy related to usually shared items (for example, books, toys, practical equipment).</p>
	<ul style="list-style-type: none"> • Pupils to have opportunities for regular hand washing during classroom time, before coming into school, as they leave school, before and after break and lunch time, when they have used shared equipment e.g rugby balls, tennis rackets, after sneezing • Signs to remind pupils to avoid touching their face • Pupils to bring in their own water bottles / water fountains to be taped off • Pupils can bring bags into school • Tissues available in classrooms and bins

	<ul style="list-style-type: none"> • Pupils to be provided with their own stationery pack • Pupils to wear school uniform with PE kit to be worn on days when pupils are timetabled for gym/dance or games.
	Plan the school level response should someone fall ill on site (in line with relevant government guidance).
	Guidance to be followed using the small room outside the head teacher's office for isolation
	<ul style="list-style-type: none"> • PPE equipment to be used if dealing with a pupil who is exhibiting symptoms of coronavirus and needs direct personal care until they can return home if staff unable to remain 2m away from the pupil. (PPE equipment is stored in the first aid room)
Learning	Agree what learning is appropriate (including the relationship between face-to-face and remote education), for example, identify curriculum priorities, agree revised expectations and required adjustments in practical lessons, and any approaches to 'catch up' support.
	<ul style="list-style-type: none"> • Pupils will receive a full curriculum offer with adjustments in line with government guidance • Staff that move between classes and year groups, to keep their distance from pupils and other staff. • There will be no singing, shouting, chanting in lessons e.g. Music, MFL • Year group bubbles to use the Computing room on the same day where possible with cleaning of equipment and seating, between classes. Cleaning materials to be kept safely (COSHH) • Peripatetic music lessons will be organised for pupils in the same year group bubble where possible and in smaller groups for a shorter period of time • PE and games can continue with a caveat "because of the way in which people breathe during exercise". Contact sports should be avoided. • Shared resources must be cleaned between groups • Gaps in learning will be identified by teachers quickly and efficiently through their class teaching and a range of appropriate interventions used to close these gaps. This will include a whole class approach, small group work and one-to-one interventions as required.

	Intervention and small group work
	<ul style="list-style-type: none"> • Pupils from the same year group bubble should be sat apart (where possible) and not facing each other • Adults and pupils to sanitise hands before joining the group • Adult to collect pupils from the doorway of the classroom • Pupils to bring their individual equipment • Adult to remain 1m+ apart from the pupils where possible • If working more closely, limit this to periods of less than 15mins • Adults to position themselves either at the side or behind the pupils when talking to them
	Work with your local authority or trust (and where applicable NHS Clinical Commissioning Group) and families to identify what provision can be reasonably provided for in line with education, health and care (EHC) plans.
	<ul style="list-style-type: none"> • All pupils with EHCPs can be accommodated with TA support where necessary although this will need to be socially distanced (no longer than 15 mins at a distance of 1m)
Other considerations	Work with other school based-provision as necessary (for example, nursery, SEN unit) to ensure policies are aligned where they need to be.
	<ul style="list-style-type: none"> • Liaise with CIS re parents and pupils start of day and end of day and access to the site through CJS car park. • One-way system in place in the main car park and from the Portfield Rd gate for Y4 parents to drop off and pick up. • Face coverings are not required by pupils of primary school age, and can actually lead to increase in transmission. However, as guidance is continually changing, we will monitor this and communicate any changes to parents/carers as required. Adults will not wear a face covering as a matter of course, but may do in consultation with SLT.

Buildings	<ul style="list-style-type: none"> • Ensure that all health and safety compliance checks have been undertaken before opening (e.g. fire alarm, emergency lighting, water hygiene, lifts, etc.). • Reviewing emergency and evacuation procedures (e.g. fire wardens, escape routes, roll-call, assembly areas, etc.).
	<p>RG and caretaker have made relevant checks.</p> <p>Whole school walk through of fire evacuation procedures in the first week back (planned).</p>
	Agree approach to any scheduled or ongoing building works.
	<ul style="list-style-type: none"> • Routine maintenance and project work is being undertaken by caretaker. • All necessary health and safety precautions that would be taken during normal school operations will be taken.
	Plan arrangements with your suppliers and check they are following appropriate social distancing and hygiene measures (for example, food suppliers, grounds maintenance, transport providers), including when in school.
	<ul style="list-style-type: none"> • Caretaker to ensure all hygiene measures are explained and adhered to by all • Grounds maintenance can continue to operate as working outside
	Ensure you have considered the impact on staff and pupils with protected characteristics, including race and disability, in developing your approach.
Completed by:	Ben Croton (Deputy Headteacher) and Sam Fuller (Headteacher) 1.9.2020