



## DfE Guidance to planning for re-opening – checklist

Our position on 19<sup>th</sup> May – one week before half term when phased returns will begin.

Planning and organising	Risk rating (Red, Amber Green)	Notes
<b>Consider the following steps:</b>		
<ul style="list-style-type: none"> <li>refresh your risk assessment and other health and safety advice for children, young people and staff in light of recent government advice, identifying protective measures (such as the things listed below). Also ensure that all health and safety compliance checks have been undertaken before opening</li> </ul>		First Version emailed to staff and governors on 13 <sup>th</sup> May. Next version to be created on 1 <sup>st</sup> June.
<ul style="list-style-type: none"> <li>organise small class groups, as described in the ‘class or group sizes’ section above</li> </ul>		Rota and timetable completed with five groups in five classrooms
<ul style="list-style-type: none"> <li>organise classrooms and other learning environments such as workshops and science labs for those groups, maintaining space between seats and desks where possible</li> </ul>		Children to be sat 3 to a table, with spaces between. A seating plan will be used for consistency. <i>(Amber used as, although this has been planned and should not be difficult to achieve, it has not yet taken place. Will change to green on 1<sup>st</sup> June. This is the case for almost all amber rows.)</i>
<ul style="list-style-type: none"> <li>refresh the timetable:               <ol style="list-style-type: none"> <li>i. decide which lessons or activities will be delivered</li> <li>ii. consider which lessons or classroom activities could take place outdoors</li> <li>iii. use the timetable and selection of classroom or other learning environment to reduce movement around the school or building</li> <li>iv. stagger assembly groups</li> <li>v. stagger break times (including lunch), so that all children are not moving around the school at the same time</li> <li>vi. stagger drop-off and collection times</li> <li>vii. for secondary schools and colleges, consider how best to supplement remote education with some face to face support for students</li> <li>viii. plan parents’ drop-off and pick-up protocols that minimise adult to adult contact</li> </ol> </li> </ul>		Initial discussions, but further work needed.
		To be decided, may be on a day to day basis, depending on the weather.
		Complete
		N/A, but contact has been made with junior schools.
		Complete, will be communicated with parents on 19 <sup>th</sup> May.
<ul style="list-style-type: none"> <li>in addition, childcare settings or early years groups in school should:               <ol style="list-style-type: none"> <li>i. consider how to keep small groups of children together throughout the day and to avoid larger groups of children mixing</li> </ol> </li> </ul>		Complete

ii. consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously		Discussion needed around allocating resources to bubbles. To discuss on 21 <sup>st</sup> May.
<ul style="list-style-type: none"> <li>remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere</li> </ul>		Is this necessary? What would these resources be?
<ul style="list-style-type: none"> <li>remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)</li> </ul>		Store in Nest?
<b>Communicating your plans</b>		
<b>Consider the following steps:</b>		
<ul style="list-style-type: none"> <li>tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the <a href="#">COVID-19: guidance for households with possible coronavirus infection</a>)</li> </ul>		Communicated in email 19 <sup>th</sup> May.
<ul style="list-style-type: none"> <li>tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend</li> </ul>		Communicated in email 19 <sup>th</sup> May.
<ul style="list-style-type: none"> <li>tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)</li> </ul>		Communicated in email 19 <sup>th</sup> May.
<ul style="list-style-type: none"> <li>make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)</li> </ul>		Communicated in email 19 <sup>th</sup> May.
<ul style="list-style-type: none"> <li>talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful</li> </ul>		Risk assessment already shared. Further details to be discussed during development meeting 21 <sup>st</sup> May.
<ul style="list-style-type: none"> <li>communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers</li> </ul>		Already in place during partial opening.
<ul style="list-style-type: none"> <li>discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this</li> </ul>		Agreed an additional hour a day following lunch, as bubbles swap over.
<b>When open</b>		
<b>Keep cohorts together where possible and:</b>		
<ul style="list-style-type: none"> <li>ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days</li> </ul>		Should happen, if rota and timetable are followed. Is currently working with the three groups of KW/V.
<ul style="list-style-type: none"> <li>ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on</li> </ul>		In place.

subsequent days, recognising for secondary and college settings there will be some subject specialist rotation of staff		
<ul style="list-style-type: none"> <li>ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days</li> </ul>		In place.
<b>For cleaning and hygiene:</b>		
<ul style="list-style-type: none"> <li>follow the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></li> </ul>		Should take place, being currently followed.
<ul style="list-style-type: none"> <li>ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments</li> </ul>		Hand sanitiser to be provided in each classroom. There is a sink in each classroom for hand washing.
<ul style="list-style-type: none"> <li>clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal</li> </ul>		Should take place with the extra cleaning hour arranged.
<ul style="list-style-type: none"> <li>ensure that all adults and children: <ul style="list-style-type: none"> <li>i. frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the <a href="#">guidance on hand cleaning</a></li> <li>ii. clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing</li> <li>iii. are encouraged not to touch their mouth, eyes and nose</li> <li>iv. use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li>i. frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the <a href="#">guidance on hand cleaning</a></li> </ul>		Posters are in place. Reminders will be given.
<ul style="list-style-type: none"> <li>ii. clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing</li> </ul>		Will make washing hands at sink part of new entry routine.
<ul style="list-style-type: none"> <li>iii. are encouraged not to touch their mouth, eyes and nose</li> </ul>		Reminders will be given.
<ul style="list-style-type: none"> <li>iv. use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')</li> </ul>		Reminders will be given.
<ul style="list-style-type: none"> <li>ensure that help is available for children and young people who have trouble cleaning their hands independently</li> </ul>		Advice has already been shared and will be repeated.
<ul style="list-style-type: none"> <li>consider how to encourage young children to learn and practise these habits through games, songs and repetition</li> </ul>		Advice has already been shared and will be repeated.
<ul style="list-style-type: none"> <li>ensure that bins for tissues are emptied throughout the day</li> </ul>		To be added to Genny's task list.
<ul style="list-style-type: none"> <li>where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units</li> </ul>		Should be straight forward.
<ul style="list-style-type: none"> <li>prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation</li> </ul>		Should be straight forward.
<ul style="list-style-type: none"> <li>get in touch with public sector buying organisation partners (for example ESPO, YPO, NEPO) about proportionate supplies of soap, anti-bacterial gel and cleaning products if needed</li> </ul>		N/A We have a large supply and keep replenishing as needed.
<ul style="list-style-type: none"> <li>there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting</li> </ul>		Okay.
<b>Reduce mixing within education or childcare setting by:</b>		

<ul style="list-style-type: none"> <li>accessing rooms directly from outside where possible</li> </ul>		Directly through class external doors for S,B,O and A. Through hall for Lime.
<ul style="list-style-type: none"> <li>considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors</li> </ul>		One way route to be devised to help children in the Apple group travel through school.
<ul style="list-style-type: none"> <li>staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time</li> </ul>		In place.
<ul style="list-style-type: none"> <li>staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms</li> </ul>		Staggered breaks in place. Tables will not be used by more than one bubble.
<ul style="list-style-type: none"> <li>ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time</li> </ul>		Sycamore have own. Apple group to use outdoors toilets. Beech, Oak and Lime share but have staggered times to use. Toilets, sinks etc. will be cleaned at lunchtime.
<ul style="list-style-type: none"> <li>noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules)</li> </ul>		Reminders given.
<b>Use outside space:</b>		
<ul style="list-style-type: none"> <li>for exercise and breaks</li> </ul>		Staggered system in place.
<ul style="list-style-type: none"> <li>for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff</li> </ul>		A usual part of the school day for young pupils.
<ul style="list-style-type: none"> <li>although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read <a href="#">COVID-19: cleaning of non-healthcare settings</a></li> </ul>		Consider rota for use of climbing equipment
<b>For shared rooms:</b>		
<ul style="list-style-type: none"> <li>use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups between groups is in place, following the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></li> </ul>		In place with rota.
<ul style="list-style-type: none"> <li>stagger the use of staff rooms and offices to limit occupancy</li> </ul>		In place already with staggered breaks.
<b>Reduce the use of shared resources:</b>		
<ul style="list-style-type: none"> <li>by limiting the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff</li> </ul>		Book exchange in place, with limited access. Nothing else to go between home and school except individual bookbags and water bottles which are not shared with other pupils.

<ul style="list-style-type: none"> <li>by seeking to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently</li> </ul>		Stationery and resources stored in individual trays, rather than the usual communal pots or boxes.
<ul style="list-style-type: none"> <li>although practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts</li> </ul>		Resources for such lessons (eg. 3D shapes, weighing scales) to be divided for small bubbles and not passed between them.
<b>Adjust transport arrangements where necessary including:</b>		
<ul style="list-style-type: none"> <li>encouraging parents and children and young people to walk or cycle to their education setting where possible</li> </ul>		N/A as our catchment is very small.
<ul style="list-style-type: none"> <li>schools, parents and young people following the government guidance on how to travel safely, which will be published shortly, when planning their travel, particularly if public transport is required</li> </ul>		N/A, no pupils use public transport to access school.
<ul style="list-style-type: none"> <li>ensuring that transport arrangements cater for any changes to start and finish times</li> </ul>		N/A
<ul style="list-style-type: none"> <li>make sure transport providers do not work if they or a member of their household are displaying any symptoms of coronavirus</li> </ul>		N/A
<ul style="list-style-type: none"> <li>make sure transport providers, as far as possible, follow hygiene rules and try to keep distance from their passengers</li> </ul>		N/A
<ul style="list-style-type: none"> <li>taking appropriate actions to reduce risk if hygiene rules and social distancing is not possible, for example when transporting children and young people with complex needs who need support to access the vehicle or fasten seatbelts</li> </ul>		N/A
<ul style="list-style-type: none"> <li>local authorities or transport providers could consider the following: <ul style="list-style-type: none"> <li>i. guidance or training for school transport colleagues</li> <li>ii. substituting smaller vehicles with larger ones, or running 2 vehicles rather than one, where possible, to reduce the number of passengers per vehicle and increase the amount of space between passengers</li> <li>iii. cordoning off seats and eliminating face-to-face seating, where vehicle capacity allows, to help passengers spread out</li> </ul> </li> </ul>		N/A
<ul style="list-style-type: none"> <li>communicating revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times)</li> </ul>		N/A
<b>Other elements specific to our setting</b>		
<i>Add elements as necessary that reflect your setting's specific needs</i>		
Operate a one way system through the grounds for drop off and pick up.		From Grays Road, drop in playground and leave by scooter storage to Owls gate.

