

Area	Required Position - things to consider	Lead Person	Support By	When Will It be Done By	Complete?	Training Input	Comms Input
<b>Health &amp; Safety</b>	H&S Policy needs review to take account of COVID 19 & communicating to all					<input type="checkbox"/>	√
	HSE website needs reviewing for any guidance they have for employers.					<input type="checkbox"/>	<input type="checkbox"/>
	Check with insurances that all current cover still applies and if there is any advice re COVID 19 regs required by them					<input type="checkbox"/>	<input type="checkbox"/>
	Critical Incident/Grab bag review & retrain					√	√
<b>Fire Alarms</b>	Adjust evacuation procedures to reflect social distancing rules & and make interim changes to fire safety policy.					<input type="checkbox"/>	√
	Consider additional fire marshall training					√	<input type="checkbox"/>
	Plan additional fire drills to take place to ensure all pupils and all staff are updated on new arrangements					√	<input type="checkbox"/>
<b>First Aid</b>	<i>General</i> Provide First Aid/Medical training to additional members of staff so that at least one is in school daily – not currently needed as enough staff trained					√	<input type="checkbox"/>
	<i>Dealing with Virus symptoms</i> If anyone becomes unwell (staff or student) with a new, continuous cough or a high temperature in an education or childcare setting, they must be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance.					√	<input type="checkbox"/>

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	<p>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 of the child and 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. PPE should 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).</p>					√	<input type="checkbox"/>
	<p>If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home - A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn</p>					√	<input type="checkbox"/>
	<p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.</p>					√	<input type="checkbox"/>

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	In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital.					√	<input type="checkbox"/>
	If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive (see 'What happens if there is a confirmed case of coronavirus in a setting?'). They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance.					√	<input type="checkbox"/>
	Cleaning an area with normal household disinfectant after someone with suspected coronavirus (COVID-19) has left will reduce the risk of passing the infection on to other people					√	<input type="checkbox"/>
<b>Social Distancing</b>						<input type="checkbox"/>	<input type="checkbox"/>
	<i>Pupil Transport</i>	Zone and mark drop off and pick up areas for LA transport and parents and publish maps on website				<input type="checkbox"/>	√
		Plan parents' drop-off and pick-up protocols that minimise adult to adult contact					√
		Consider staggering drop-off and collection times				<input type="checkbox"/>	√

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	Meet and agree with LA transport re ensuring adequate social distancing to and from the school.						
	Ensure agreement with LA re transport arrangements for any changes to start and finish times					<input type="checkbox"/>	<input type="checkbox"/>
	Clarify that LA are making sure transport providers do not work if they or a member of their household are displaying any symptoms of coronavirus						
	Confirm that the LA are making sure transport providers, as far as possible, follow hygiene rules and try to keep distance from their passengers					<input type="checkbox"/>	<input type="checkbox"/>
	LA to agree that they are taking appropriate actions to reduce risk when transporting children and young people with complex needs who cannot maintain social distancing and need support to access the vehicle or fasten seatbelts						
	LA confirmation that they are communicating revised travel plans clearly to contractors.					<input type="checkbox"/>	<input type="checkbox"/>
<i>Non Classroom</i>	Consider how people are entering buildings with increased numbers on site. Consider clear signs/markers					<input type="checkbox"/>	√
	Consider Screens for Main Reception					<input type="checkbox"/>	<input type="checkbox"/>

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<i>Classrooms</i>	Organise office spaces and staff room. Staff room / kitchen areas – regs in place re cutlery, plates, washing etc Think about staggering break and lunch times..					<input type="checkbox"/>	<input type="checkbox"/>
	Medical room facilities. Medical space to be available to isolate children or staff who may display symptoms of COVID 19 whilst in school.					<input type="checkbox"/>	<input type="checkbox"/>
	Intimate care facilities - consider cleaning regimes of beds, toilets, clothing etc.. Also provide guidance re disposal of PPE					√	√
	Consider all groups being a primary model to reduce circulation & limit contact					<input type="checkbox"/>	
	Think about classroom seating and spacing maintaining space between seats and desks where possible					<input type="checkbox"/>	<input type="checkbox"/>
	Consider use of upper floors for those with mobility needs re social distancing and getting out in the event of a fire.					<input type="checkbox"/>	
	Think about seating in classrooms and other learning environments such as workshops and science labs or do we lock any rooms off?					<input type="checkbox"/>	<input type="checkbox"/>
	Try to 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					<input type="checkbox"/>	

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<i>Circulation</i>	Try and assign the same staff to each group and, as far as possible, these stay the same during the day and on subsequent days.					<input type="checkbox"/>	<input type="checkbox"/>
	Think about wherever possible children and young people use the same classroom or area of a setting throughout the day.					<input type="checkbox"/>	
	Ensure staff remove soft furnishings, soft toys and items that are hard to clean.					<input type="checkbox"/>	<input type="checkbox"/>
	Consider 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					<input type="checkbox"/>	<input type="checkbox"/>
	Think about corridor supervision to support pupil movement					<input type="checkbox"/>	<input type="checkbox"/>
	Think about systems / signage to ensure social distancing. Place clear signposting for adults and children on social distancing in classrooms / corridors / halls / office spaces. Think about showing on ipads, reception tvs etc..					<input type="checkbox"/>	√
	Lifts - Are they big enough to be able to use? If yes, state clear minimum number at any one time - eg. 1 staff, 1 student,					<input type="checkbox"/>	√
Deliberate propping doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation					<input type="checkbox"/>	<input type="checkbox"/>	

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<i>External</i>	Toilet arrangements and supervision planning will be needed.					<input type="checkbox"/>	<input type="checkbox"/>
	Organise separate movement and use times for canteen / hall / dining room / soft play, sensory etc. Also need to consider cleaning between uses / sittings					<input type="checkbox"/>	<input type="checkbox"/>
	Organise break and lunch times re playground zoning and numbers accessing the playground					<input type="checkbox"/>	<input type="checkbox"/>
	Think about any contractual building work and requirements re access etc..					<input type="checkbox"/>	√
<b>Catering</b>	Meet with catering providers re expected provision as numbers grow in school.					<input type="checkbox"/>	<input type="checkbox"/>
	Agree plans and phased increase of on site food provision.					<input type="checkbox"/>	<input type="checkbox"/>
	Work with caterer to offer meals or food parcels for benefits-related free school meal pupils not in school. - as per government guidance					<input type="checkbox"/>	√
	Review FSM for those not in school during the phased return					<input type="checkbox"/>	<input type="checkbox"/>
	Ensure vouchers still available during phased return for those who do not receive food parcels from caterer.					<input type="checkbox"/>	√

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	Agree that caterer is ensuring Kitchens are clean and safe and ready for use and kitchen use and staff have been assessed for social distancing guidelines etc..					<input type="checkbox"/>	<input type="checkbox"/>
<b>Trustees and Governors</b>	Virtual off-site meetings for all boards to be organised and held until further notice.					<input type="checkbox"/>	√
<b>Staff</b>	Need to introduce a system for reporting COVID 19 concerns & symptoms etc. on site					<input type="checkbox"/>	√
	Testing guidelines need producing & communicating						√
	Consider wellbeing by shortening the day.						<input type="checkbox"/>
	Consider virtual weekly meetings between SLT and staff teams for updates etc. 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. Consider recording the meeting & uploading to NewTube (stream) for those staff not on site.						
	Consider video updates from HOS/DHOS uploaded to NewTube (Stream) to ensure staff working at home / shielded / vulnerable receive all information						√

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	Signpost support services through a regular staff bulletin. Provide advice, support on bereavement and loss, financial problems, etc..						√
<b>Hygiene</b>	Ensure that there are sufficient supplies of toiletries and handwashing soap, loo roll etc						<input type="checkbox"/>
	Frequent hand cleaning and staggered hygiene practices need implementing at regular intervals through the day for both staff and pupils					√	<input type="checkbox"/>
	Promote gov advice - cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered					√	<input type="checkbox"/>
	Ensuring good respiratory hygiene - use a tissue or elbow to cough or sneeze and use bins for tissue waste - promoting the 'catch it, bin it, kill it' approach					√	<input type="checkbox"/>
	Create systems, signs, worksheets etc re how pupils and staff are encouraged not to touch their mouth, eyes and nose					<input type="checkbox"/>	√
	Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments and ensure H&S guidelines are followed re safe storage of / access to any gels / sanitisers etc						<input type="checkbox"/>

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PPE	Consider how PPE will be used effectively – for personal care, medication, in classrooms, in circulation etc..and what training in it's use is required for staff					√	<input type="checkbox"/>
	Agree what PPE is required for the site and obtain stocks,. Education, childcare and children's social care settings and providers should use their local supply chains to obtain PPE. Where this is not possible, and there is unmet urgent need for PPE in order to operate safely, they may approach their nearest local resilience forum.						<input type="checkbox"/>
	Calculate where sanitiser is needed ie. No sinks etc and ensure supplies handed out along with COSHH guidance						<input type="checkbox"/>
Cleaning	<i>General</i>						<input type="checkbox"/>
	Consider benefits of deep cleaning throughout						<input type="checkbox"/>
	COSHH training required for cleaners for any new products.					√	<input type="checkbox"/>
	COSHH training required ALL staff - compulsory					√	<input type="checkbox"/>
	Check with suppliers to ensure disinfectant & cleaning products are effective against COVID 19 virus						<input type="checkbox"/>
	Identify equipment/play equipment that will require increased levels of daily cleaning eg. Ipads, computer screens, keyboards, photocopiers, Door handles etc., Seats and Chairs						<input type="checkbox"/>

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<i>Infected areas government guidance</i>	Arrange new daily cleaning schedule in line with government guidance						<input type="checkbox"/>
	Consider increase levels of cleaning staff both during the school day and end of day to clean frequently touched surfaces more often that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal						<input type="checkbox"/>
	Look into PPE for cleaners – aprons, goves etc..						<input type="checkbox"/>
	Using a disposable cloth, first clean hard surfaces with warm soapy water. Then disinfect these surfaces with the cleaning products you normally use. Pay particular attention to frequently touched areas and surfaces, such as bathrooms, grab-rails in corridors and stairwells and door handles					√	<input type="checkbox"/>
	If an area has been heavily contaminated, such as with visible bodily fluids, from a person with coronavirus (COVID-19), use protection for the eyes, mouth and nose, as well as wearing gloves and an apron					√	<input type="checkbox"/>
	Wear disposable or washing-up gloves and aprons for cleaning. These should be double-bagged, then stored securely for 72 hours then thrown away in the regular rubbish after cleaning is finished					√	<input type="checkbox"/>

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	All surfaces that the symptomatic person has come into contact with must be cleaned and disinfected					√	<input type="checkbox"/>
	Use disposable cloths or paper roll and disposable mop heads, to clean all hard surfaces, floors, chairs, door handles and sanitary fittings, following one of the options below using a detergent that is effective					√	<input type="checkbox"/>
	Any cloths and mop heads used must be disposed of and should be put into waste bags as outlined above.					√	<input type="checkbox"/>
	When items cannot be cleaned using detergents or laundered, for example, upholstered furniture and mattresses, steam cleaning should be used.					√	<input type="checkbox"/>
	Any items that are heavily contaminated with body fluids and cannot be cleaned by washing should be disposed of.					√	<input type="checkbox"/>
<b>Opening Premises</b>	Agree areas of the school to be zoned and how we will do this					<input type="checkbox"/>	<input type="checkbox"/>
	Ensure we have the necessary resources for zoning the building and carry out the work prior to young people accessing.					<input type="checkbox"/>	<input type="checkbox"/>
	Check all internal building since lockdown					<input type="checkbox"/>	<input type="checkbox"/>
	Ensure all safety checks are up to date - eg. Legionella, TMVs etc..					<input type="checkbox"/>	<input type="checkbox"/>
	Check gas/boilers/heating systems etc					<input type="checkbox"/>	<input type="checkbox"/>

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	Check refuse collection timetables					<input type="checkbox"/>	<input type="checkbox"/>	
	Check special waste collections timetables					<input type="checkbox"/>	<input type="checkbox"/>	
	Check sanitary bin collections timetables					<input type="checkbox"/>	<input type="checkbox"/>	
	Organise a new daily caretaking schedule ta ensure tasks specific to COVID 19 are carried out.					<input type="checkbox"/>	<input type="checkbox"/>	
<b>Waste</b>	<i>Standard</i>	Ensure that bins for tissues are emptied throughout the day				<input type="checkbox"/>	<input type="checkbox"/>	
		Ensure waste is disposed of as per government guidance.				√	<input type="checkbox"/>	
	<i>Infected waste</i>	Waste from possible infected cases and cleaning of areas where possible cases have been (including disposable cloths and tissues) Should be put in a plastic rubbish bag and tied when full.. The plastic bag should then be placed in a second bin bag and tied. It should be put in a suitable and secure place and marked for storage until the individual's test results are known.					√	<input type="checkbox"/>
		Waste should be stored safely and kept away from children. You should not put your waste in communal waste areas until negative test results are known or the waste has been stored for at least 72 hours.					√	<input type="checkbox"/>
		If the individual tests negative, this can be put in with the normal waste					√	<input type="checkbox"/>
		If the individual tests positive, then store it for at least 72 hours and put in with the normal waste					√	<input type="checkbox"/>

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	<p>If storage for at least 72 hours is not appropriate, arrange for collection as a Category B infectious waste either by your local waste collection authority if they currently collect your waste or otherwise by a specialist clinical waste contractor. They will supply you with orange clinical waste bags for you to place your bags into so the waste can be sent for appropriate treatment.</p>					√	<input type="checkbox"/>
Laundry	<p>Consider the ease of laundering school uniforms for pupils/business clothes for staff so that newly washed clothes can be worn each day (?) - or clear guidance that if outer layer of uniform coughed/sneezed on etc it must be washed</p>					<input type="checkbox"/>	<input type="checkbox"/>
	<p>Consider not having a school uniform rule in place for half the first half term</p>					<input type="checkbox"/>	<input type="checkbox"/>
	<p>Changes of clothing - how could we enable this?</p>					<input type="checkbox"/>	<input type="checkbox"/>