



September COVID RE-OPENING Risk Assessment

- For the purpose of this risk assessment, the term 'coronavirus' to refer to coronavirus disease 2019 (COVID-19).
- Schools must ensure that this risk assessment reflects the local setting and context of the school. Staff must be consulted with regard to this risk assessment.
- This risk assessment is not exhaustive
- This should be viewed alongside relevant advice and guidance from the Department of Education and reflect any additional subsequent guidance issued to schools.
- Additional information and considerations for leaders is given in the 'Reopening of Schools (Final)' discussion document.
- For further reference, <https://www.gov.uk/government/latest?departments%5B%5D=department-for-education>, including the documents below, issued on the 11th of May 2020:
 - [Coronavirus \(COVID-19\): guidance for schools and other educational settings](#)
 - [Details on phased wider opening of schools, colleges and nurseries](#)
 - [Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)
 - [Actions for educational and childcare settings to prepare for wider opening from 1 June 2020](#)
 - [What parents and carers need to know about schools and other education settings during the coronavirus outbreak](#)

Updated guidance:

<https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures>

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak?utm_source=8%20July%202020%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19

https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools?utm_source=10%20July%202020%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19

https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools?utm_source=10%20July%202020%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19

August 7th 2020

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Location / Site	Insert location and site where activity taking place
BISHOP CARPENTER CHURCH OF ENGLAND PRIMARY SCHOOL	
Activity / Procedure	Insert name/type of activity or procedure being assessed
All classes returning to school September 2020	
Assessment date	Insert date when assessment is being carried out
Wednesday 15 th July 2020 (alongside return strategy going out to parents), updated 24 th August 2020	

Identify hazard	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards		
1. Lack of social distancing in the classroom			
Existing level of risk	Consider current level of risk		
HIGH	MEDIUM	LOW	NEGLIGIBLE



Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p>WE HAVE TO ACCEPT THAT CHILDREN OF THIS AGE WILL NOT CONSISTLY ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS</p> <p>These control measures are to encourage space between children where possible.</p> <ol style="list-style-type: none"> 1. Limit the number of children and adults that each child will come into contact with – a C1/2 bubble will be formed of 42 children for lunch and break time. 2 learning bubbles of 15 and 27 in class time. Class 3/4 will be a group of 60 for lunch and break interaction only; during these times they will be closely monitored and encouraged to play in class groups. Learning bubbles for class 3 and 4 will be 27 and 33 respectively. 2. Class 4 (33 in class plus CT and TA) – CT organise learning, desk based. Desks will be forward facing and allocated. CT will organise movement time in a structured manner by year group and TA will fully support this and take a sub group lead a times too. 3. Remove excess furniture and resources to increase space if required– to the ICT room 4. Social distancing rules created for and with the children – including how many children playing with resources and how to do so safely (Include instructions how to line up, physical contact use of toilet, essential moving around the classroom etc) 5. Rules re-visited and modelled many times a day and linked to school behaviour system e.g. following instructions – lots of praise encouraged 6. Resources and activities planned to reduce shared contact and individual learning 7. Use of outdoor space/ outdoor learning 8. Staff aim to stay at adult height or sit adjacent to child whilst working (not face to face) 9. Interactions carried out where possible from a 2m distance 10. Teacher and TA are assigned to these children and stay with these children throughout the day 11. Children stay in the classroom and assigned areas all day and not mix with other bubbles or than their extended bubble 12. Bags and coats on pegs – children supported one at a time to hang up and place lunchboxes in allocated area 13. In class 2 children will also sit at forward facing desks. 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM – C3/4	LOW C1/2	NEGLIGIBLE



Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
2. Lack of social distancing using toilets and poor hygiene			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p>WE HAVE TO ACCEPT THAT CHILDREN OF THIS AGE WILL NOT ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS</p> <p>These control measures are to encourage space between children where possible.</p> <ol style="list-style-type: none"> 1. Two children allowed to go into toilets at a time 2. Toilets allocated per learning bubble 3. Hand gel used after toilet use as well as washing hands 4. Extra Signs in toilet re washing hands 5. Wedges for the toilet external toilet doors if not fire doors 6. Handwashing materials constantly monitored 7. Children wash hands before sitting at their desk/table 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
3. Lack of social distancing waiting to enter classroom in morning and departure			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p>WE HAVE TO ACCEPT THAT CHILDREN OF THIS AGE WILL NOT ALWAYS ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS</p> <p>These control measures are to encourage space between children where possible.</p> <ol style="list-style-type: none"> 1. Staggered start time to both KS1 and KS2 bubble 2. Identified entrance and exit for each class bubble (shared entrance for class 3 and 4 – monitored by NS) 3. Instructions shared re social distancing between families in the morning with parents and children 4. Signage for parents and children displayed outside the classroom for where to drop off 5. No parents/other adults allowed to enter the classroom 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE



<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
4. Lack of social distancing during playtimes and lunchtimes	
Existing level of risk	Consider current level of risk



HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p style="background-color: yellow;">WE HAVE TO ACCEPT THAT CHILDREN OF THIS AGE WILL NOT ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS</p> <p>These control measures are to encourage space between children where possible.</p> <ol style="list-style-type: none"> 1. Staggered playtimes (for each extended bubble) 2. Allocated play area in dry weather in overlap 3. Reduced playtime equipment – hard surfaces and can be easily cleaned 4. Games discussed which encourage social distancing - LTS advised 5. Staff supervision throughout – actively encouraging and insisting on social distancing (in a calm manner) 6. Outdoor play as much as possible 7. Children will eat their own packed lunch at their desks supervised by an allocated LTS 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW (for eating time)	NEGLIGIBLE

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
5. Lack of social distancing when eating lunch			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p style="background-color: yellow;">WE HAVE TO ACCEPT THAT CHILDREN OF THIS AGE WILL NOT ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS</p> <p>These control measures are to encourage space between children where possible.</p> <ol style="list-style-type: none"> 1. Class 1 bubble eat lunch in the hall 2. Class 2 bubble eat lunch in class 2 3. Class 3 bubble eat lunch in class 3 4. Class 4 bubble eat lunch in class 4 5. All bring own packed lunch in week 1 6. Ordered packed lunches thereafter until mid September (review on hot food provision after week 1). School Lunch Company have risk assessment in place too. 7. Tables and chairs sprayed with anti-viral spray before and after eating 8. Wash hands before and after eating lunch 9. Adults supervising lunchtime to clear away at the end wearing gloves and PPE 10. LTS are not required to wear face masks but may choose to 11. Tables and chairs wiped at the end of the meal and sprayed with anti-viral spray 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
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6. Lack of social distancing in the corridors / staff communal areas			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p>WE HAVE TO ACCEPT THAT CHILDREN OF THIS AGE WILL NOT ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS</p> <p>These control measures are to encourage space between children where possible.</p> <ol style="list-style-type: none"> 1. Children staying in their classroom and accessing outside from classroom door 2. Children to be closely monitored when moving through the corridor to lunch/outside and the 'no touching' rule emphasized 3. Messages to office relayed by sending TA 4. Different entrance and exits by bubbles 5. Staff room to be used by no more than four staff (seated) at a time adhering to social distancing guidance 6. Staff meeting to be conducted in larger space (or virtually if necessary) 7. Scientific evidence suggests minimal risk to crossing briefly in corridors 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE



Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
7. Contact of shared resources			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Resources washed with anti-bac each night and left to dry if not same person using them the next day 2. Tables, door handles and other surfaces cleaned every night (also mid-day touch surface cleaning) 3. Resources on tables ready for lesson and children have restricted choice of resources 4. Children encouraged to wash hands / use hand gel before lessons and after each lesson 5. Outdoor resources restricted each day 6. Limited soft toys and furnishes including bean bags and cushions to be used and put away for 48 hours between use 7. Books available split into separate sets one for each different group of children and rotated each week giving time for de-contamination 8. Outdoor playground equipment allocated to the bubble of children and cleaned each day at the end of the lunchbreak 9. Children allocated own writing resources, none to be brought in from home 10. Reading books will be sent home and parents must wipe on receiving and returning 11. Children allocated own regular working space 12. Staff will discuss the brining home of books for marking on INSET day – this will not happen in the first fortnight of school 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
8. Emotional distress of the children			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Class staff to support the welcoming of own group 2. Whole school approach to return using 'Recovery Curriculum' resources (Oliver Jeffers) 3. Staggered start of Reception children 4. Comfort given if needed– at adult height (ideally wearing a plastic apron), hands washed and hand gel used after 5. Strategies discussed with home 6. Assessed on a bespoke level for additional, emotional intervention 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE



Identify hazard

Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards



9. Emotional distress of the staff – including anxiety			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Sign post staff to www.educationsupport.org.uk 2. Sign post staff to Gov.uk for guidance 3. Issues discussed on INSET day and shared control measures 4. HT to make contact with all staff prior to Sept 5. Sharing of support helplines and resources 6. HT member of staff on site everyday for staff to share concerns with 7. Risk assessments reviewed after day one, week one and fortnightly after that – this is flexible 8. Designated areas for staff to meet and interact (staffroom) with breaks planned for time together 9. PPE masks / face coverings / visors available for staff working with children 10. PPA allocated as usual – this can be taken together for support or done off site 11. Collective approach to Adopt, Adapt and Abandon on Inset day to share views and reflection 12. HT will monitor staff wellbeing throughout 			

Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	

10. Risk of spreading virus due to close contact with children – 1:1 and restraint			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Seek expert guidance re support for children with behaviour difficulties – that might need restraint and display spitting, biting etc. Leading to individual risk assessments (bespoke to specific children where support plans exist already). Where this is new behavior then support plan to be put in place in conjunction with parents. 2. Masks, visors, plastic aprons, gloves and cleaning products stored centrally with plenty available 3. Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way staff are put at risk 4. 1:1 intervention working will be reviewed on INSET days but small group work will prioritise with same measure as within class 5. Currently there are no children who require this intervention 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE



<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
11. Risk of spreading virus due to poor hygiene			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	



1. Hand gel available in every classroom
2. Handwashing PHSE lessons, songs and rhymes introduced
3. Extra soap dispensers and re-fills in each classroom
4. Sinks in classroom utilised for handwashing as well as sinks in the toilets
5. Children hand gel on entry to school, before break, after break, before lunch, after lunch, leaving school, using the toilet and any time they cough or sneeze
6. Washing hands posters in all washing areas
7. Reminders how to wash hands properly – videos and posters
8. Procedure agreed for children to wash hands so thorough hand washing
9. Class 3 and 4 have swapped location due to enable safe use of toilet facilities
10. Staff are also expected to wash hands regularly throughout the day
11. Staff are advised to change clothing once they arrive home

Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
12. Risk of infection due to lack of cleaning			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. All surfaces, handles, toilets and shared equipment will be cleaned each day 2. PPE will be worn by caretaker as appropriate 3. Some resources will be rotated and left to de-contaminate for 3 or 4 days after cleaning to reduce the risk of indirect transmission 4. Soft furnishings and soft / cloth toys will be limited and kept within a bubble 5. Reduction of areas used 6. Outside as much as possible 7. Mid day touch cleaning daily throughout the school 8. Thorough clean every evening 9. Deep clean in the summer holidays in addition to 'fog' clean by specialist company on Friday 28th August 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
13. Risk of illness of vulnerable staff and family members			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	



1. Those who are clinically extremely vulnerable (those who have received a letter from Government or clinician) or living with someone who is clinically extremely vulnerable are to work from home
2. Those who are clinically vulnerable – those strongly advised to social distance in the original guidance are to work in school adhering to strict 2 metre social distancing from colleagues and children.
3. Those living with those that are clinically vulnerable can attend school and work with children or adults adhering to this and other re-opening risk assessments.
4. Agree that staff are allowed to wear PPE when in school if they wish
Issuing of all relevant risk assessments to staff concerning re-turning to work – and allow them to comment and contribute
5. Separate risk assessment for staff who are clinically vulnerable

Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM – if applicable	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
14. Risk of infection due to whole school group gatherings / 1:1 meeting with parents / external agencies			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. No whole school assemblies 2. No Extended bubble productions 3. No Family services 4. No whole group singing (under review nationally) 5. No whole school celebration assemblies (class based only) 6. All meeting with external agencies / parents and/ or anybody outside of BCS must be pre booked and approved by NS. The location must be in a well ventilated environment and details must be shared for track and trace purposes. Social distancing will apply throughout including no hand shaking. 7. Parent consultations for November will be reviewed in term 1 and an alternative sought as appropriate <p style="text-align: center;">All of the above for the first term when it will then be reviewed</p>			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE



Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
15. Breakfast Club (BC) available to all year groups			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Breakfast club (BC) timing will be extended to allow for more spread out arrivals 2. BC will operate in the school hall 3. The hall will be divided into two sections to accommodate the two extended bubbles 4. Each bubble will be monitored by one member of staff each 5. Seperate breakfast food stations in each area 6. Seperate activity stations in each area 7. Seperate toilet area allocated for each group 8. Hands washing on arrival and throughout 9. Children will line up separately 10. Resources will be thoroughly cleaned at the of each BC session 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM initially moving low once established different way of running	LOW	NEGLIGIBLE



Scenarios (and actions)

1. Quarantine from summer holidays

- NS to contact parents outlining quarantine implications from countries visited outside the UK travel corridors
- Bespoke plan of support for home learning for families on a needs basis

2. Presenting with COVID19 whilst in school – staff and/or pupils

Child scenario

- Child accompanied by known staff adult to ICT room and/or outside area (depending on weather/outside temperature) – Member of staff to wear PPE including visor/mask, gloves and apron
- Arrangements for child to be picked up from school and receive a COVID19 test
- Known areas including toilets cleaned by staff in PPE (other class members relocated)
- Parents of class members informed
- Assessment made as whether other class members are all or some sent home
- Accompanying staff member to go home
- Steps then carried out depending on outcome of COVID test, including possibility of 14 days isolation for extended bubble including staff. Refer to PHE flowchart

Staff Adult scenario

- Staff member report to NS
- Staff member isolates in allocated area
- Arrangements made for staff member to leave school and return home
- Staff member arranges for a COVID19 test and prepares to isolate. Refer to PHE flowchart

3. COVID19 symptoms reported in households

- NS informed of COVID19 symptoms in a household
- Household to isolate as appropriate – child or adult does not come into school until either after the recommended period of isolation or negative outcome of a COVID19 test
- Inform parents of the learning/extended bubble

4. National Lockdown

- NS will make arrangements to communicate with parents and carers
- Staff will meet to finalise home learning approach and assumed support for critical workers (to be discussed on INSET day)
- Home learning will be accessed via TEAMS and Purple Mash (TEAMS will be trialled in the first fortnight on term 1)

5. Localised lockdown

- NS will risk assess based on the numbers affected, e.g. in the event of a Banbury area lockdown, the number of staff and pupils affected will be identified and decisions made accordingly. For example the school may not be able to safely open based on staffing ratios.
- Home learning will be activated as per National Lockdown arrangements. Staff who are unable to attend can still be active in the delivery of HL for affected pupils. Timetables will be adjusted to allow staff in school to also plan for home learning.

6. School lockdown

- As per National Lockdown

Other risk factors

Volunteers and visitors (also see Risk 14)

- No volunteers will be on site for the first fortnight in the first instance
- No after school clubs will operate in the first fortnight



Additional / supplementary risk assessments:

- PE guidance (AfPE / YST)

Useful links:

- Safeguarding: <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>
- Remote learning: <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>
- Attendance: <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>
- Premises: <https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak>
- Prevention and control- <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
- Advice: <https://www.gov.uk/government/collections/coronavirus-covid-19-list-of-guidance>
- Vulnerable: <https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>
- Extremely vulnerable: <https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>
- SEND - <https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance>
- Home learning support: <https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources>
- Remote support: <https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19>
- Accountability measures: <https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability>
- Pupils' mental health support/pastoral care at home: <https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak#helping-children-and-young-people-cope-with-stress>
- Parents: <https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19>
- Parents with pupils with SEND: <https://www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19>
- Supporting parents: <https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#working-with-parents>
- Financial support: <https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care>
- Exceptional costs: <https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-schools/school-funding-exceptional-costs-associated-with-coronavirus-covid-19-for-the-period-march-to-july-2020>
- Reducing burdens: <https://www.gov.uk/government/publications/coronavirus-covid-19-reducing-burdens-on-educational-and-care-settings/reducing-burdens-on-educational-and-care-settings>
- Social distancing: <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings>
- PPE: <https://www.gov.uk/government/collections/coronavirus-covid-19-personal-protective-equipment-ppe>
- Public health England <https://www.gov.uk/government/organisations/public-health-england>
- NHS: <https://www.nhs.uk/conditions/coronavirus-covid-19/what-to-do-if-you-or-someone-you-live-with-has-coronavirus-symptoms/>
- Government advice: <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>
- DfE <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
- A detailed checklist and key guidance for action for health and safety is available at: www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak
- Information re testing: <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>
- [BAME guidance](#)
- <https://www.gov.uk/guidance/coronavirus-covid-19-travel-corridors> (as of 24th August 2020)



Action to be taken by schools

Prevent the spread of infection by maintaining high standards of hygiene, including hand washing and regular cleaning and disinfection of surfaces. This will help prevent Covid-19 spreading in schools, as well as other infectious diseases. GUIDANCE: Visit gov.uk/coronavirus for detailed schools guidance, including cleaning and the use of Personal Protective Equipment (PPE) in schools.

