

Full Opening (September) Protective Measures/Risk Assessment v.1 This document shows how the Government guidance 'Guidance for full opening: special schools and other specialist settings' (pub. 2/7/20) is implemented at Booker Park, as well as other, school specific issues.

Prevention		
DfE guidance	School Specific Issue	School Specific Measure
<p>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 the setting.</p>		
<p>Minimise contact with individuals who are unwell. Inform students, parents, carers, visitors, suppliers, contractors etc. that they should not enter the setting if they, or members of their household “are showing symptoms of, coronavirus (a new continuous cough, or fever, or a loss of, or change in, your normal sense of taste or smell (anosmia))”. They should “be at home, in line with the guidance for households with possible coronavirus infection, and arrange to have a test”.</p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#personal-protective-equipment-ppe-including-face-coverings-and-face-masks</p>	<ul style="list-style-type: none"> • Many children not able to communicate to parents if they are unwell • Impact of pupils needs on family wellbeing may lead to children being sent to school anyway 	<ul style="list-style-type: none"> • Posters on entrances to this effect, these will be updated each time new guidance is published • Communicate this message to parents via ParentMail before pupils start as part. • Staff to be alert to pupils who present with coughs/temperatures and alert designated person to facilitate them being sent home • Ear thermometer available for children • Armpit thermometer available to staff • Any pupils with symptoms should be sent home immediately, and should isolate in the ‘mouse room’ until collected • Full set of PPE has been made available to each class for use with pupils who is displaying symptoms. (See PPE annex) • For multiple cases, other rooms are available and decisions will be made if this were to occur • Parents have been asked to collect child quickly if unwell and it is expected that they will organise a test for their child and will cooperate with NHS Test and Trace procedures. • Any ill staff should leave immediately and it is expected that they will organise a test for their child and will cooperate with NHS Test and Trace

<p>https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</p>		<p>procedures., another member of staff will be contacted to keep staffing levels safe if deemed necessary by the member of SLT dealing with the situation.</p> <ul style="list-style-type: none"> • The environment they have been in should be cleaned immediately using in class pink spray. • Everyone who has come into contact with the person who is unwell should wash their hands thoroughly for 20 seconds or use a hand sanitizer. • Parents of all children that the unwell person has come into contact (in the bubble and on transport) will be informed that there has been a symptomatic person, giving them the option to come and collect their child from school if they should so wish. • Staff who do not attend school should follow the usual absence reporting procedures, making it very clear whether they are symptomatic or off with something else. A member of admin team will contact those staff members who do not give a reason for their absence to establish whether it is Covid-19 related.
<p>2. <i>Clean hands more thoroughly than usual</i></p>		
<p>Clean hands more regularly – wash hands for at least 20 seconds with running water and soap, drying thoroughly. If no washing facilities available, then use hand sanitiser.</p>	<ul style="list-style-type: none"> • Majority of students will be able to wash their hands independently, those that can't, will be supported as appropriate • Many students are touch sensitive and may not cooperate with assisted hand washing or use of hand sanitiser. • Many students mouth objects and body parts frequently 	<ul style="list-style-type: none"> • Everyone is to clean hands on arrival • Sanitiser is kept near the signing in screen and should be used before and after signing in • All classrooms are equipped with sinks with warm running water • Hand washing routines displayed in classrooms • All classrooms have soap dispensers containing good quality soap. Two pumps of soap are needed for effective hand coverage and is more effective than hand sanitizer.

		<ul style="list-style-type: none"> • Frequent handwashing must become part of the daily routine and timetable with children actively being taught good hand washing techniques. • Hand washing at sinks is preferable for all children but might not always be possible If they cannot physically access sinks or have an aversion to running water or the soap. Hand sanitiser should be used in this instance but care should be taken to supervise the application of this, and monitoring while it dries to ensure it is not licked off by children. • All classrooms have paper towels for drying • Soap dispensers and paper towels are refilled daily by cleaning or site staff • Any electric dryers should not be used and are turned off at the isolator switches • Hand sanitiser should be provided in areas where there are no sinks to wash hands. Staff to monitor these supplies and re-order by contacting office when low • People using sign language should wash their hands more frequently as they will touch their faces more
3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach		
<p>'Catch it, bin it, kill it'. Ensure bins are emptied during the day.</p>	<ul style="list-style-type: none"> • Majority of children will not be able to understand and action this. • Some students are not aware of good hygiene and may need support when blowing noses, covering mouth when coughing etc. 	<ul style="list-style-type: none"> • Pink spray to be available in all classrooms and kept out of reach of students • Staff to wear gloves when dealing with bodily fluids • Tissues, gloves and lidded bins available in all classrooms • Staff or student to wash hands immediately after sneezing or coughing • Any potentially infected waste should be double bagged, stored in a secure place for 72 hours then put in normal waste collection service

		<ul style="list-style-type: none"> • Bins emptied at 12 noon. Class staff are asked to tie up the bin bag from the bin (wearing gloves) and put it outside the door for the site team to collect at 12 noon • Children should be taught how to use tissues to 'catch it, bin it, kill it' as far as possible (although some will not understand).
<p>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces, often using standard products such as detergent and bleach</p>		
<p>Enhanced cleaning - classrooms</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • All resources used in the day should be cleaned before and after use by classroom staff (using hot soapy water or 'pink spray'). Class lead will decide if this should be done during/end of the day • Laptops should not be shared by staff • In groups where there is more bodily fluid, staff should increase frequency of pink spraying tables and hand washing of all staff and students in group • Ideally, only easy to wipe clean equipment should be used. • Time given to staff to facilitate cleaning of resources within hours • Class lead to judge if hard to clean items are necessary for particular students, unnecessary items to be stored • Avoid using blankets and soft furnishings if possible • If blankets and small soft furnishings are used, then they need to be washed in a washing machine • Where possible use an easy wipe PE mat instead of a beanbag • If a beanbag is to be used then it should be made of easy wipe material, not the soft fabric kind • Hard to clean items can be dedicated to specific students if they are bagged, named and put away for only that student to handle e.g. playdough

		<ul style="list-style-type: none"> • At a minimum the tables, trays which attach to chairs, sinks and door handles should be cleaned by 'pink spray' by classroom staff over lunchtime • Where children are dribbling/drooling etc. cleaning should happen more frequently • Wheelchair handles and other equipment (e.g. standing frames) which may be used by children should also be cleaned with pink spray regularly • Screen wipes to be used for monitors and interactive whiteboards • All classrooms should ensure that there is a good supply of washing up liquid and 'pink spray' in their classroom, and that orders for replacements are done in a timely manner.
Enhanced cleaning - shared resources such as therapy equipment/PE equipment	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • PE will be held outside for at least the first half term • Only equipment that can be cleaned immediately following use should be used – it is the responsibility of the teacher to ensure that this cleaning takes place as the equipment is put away • Equipment should be used before use • Where at all possible, therapy equipment should be cleanable. This equipment should be cleaned (with pink spray or hot soapy water) at the end of the day along with the classroom resources. • Equipment which is not possible to frequently clean (e.g. weighted blankets/bear hugs/lap pads) should be assigned to an individual child, and stored in a labelled carrier bag to prevent accidental use for another child.
Enhanced cleaning – routine cleaning by the site team/cleaning team	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Site team have implemented enhanced cleaning routines
5. Minimise contact between individuals and maintain social distancing wherever possible		

<p>Minimising contact between people – visitors/general</p>	<ul style="list-style-type: none">• Contractors may need to come on site	<ul style="list-style-type: none">• No one other than school staff to enter the building unless absolutely necessary.• Meetings to be carried out virtually where at all possible. If not possible then to be carried out after 3.30. Meetings should only take place during the school day if there is no other alternative e.g. annual reviews or meetings where a signing interpreter needs to be provided or a parent does not have access to the technology to engage in a remote meeting.• External reps (for e.g. equipment used by pupils) should also be encouraged to come after school.• If any meeting/visit has to happen during the school day, the person organising the meeting should ensure that a member of SLT is aware of the meeting, that it is put on the school calendar/itinerary, and is responsible for ensuring the visitor has little to no contact with staff or pupils and follows social distancing measures.• Majority of essential contactors will be on site before the start of the school day, or after pupils have left. If they need to be onsite while pupils are in they will always be accompanied by a member of the site team.• Increased use of intercom at reception• Deliveries to be left on table in 'air lock' if small enough. Larger deliveries to be brought into reception only if area clear of people. Reception staff to remain behind desk• Staff should wear PPE according to appropriate guidelines but if a staff member chooses to wear their own they will be held responsible (see PPE annex)
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<p>Minimising contact between people – within the classroom</p>	<ul style="list-style-type: none"> • Most children require close physical support at all times – adults close by • Many children need hands on physical support for communication, engagement in activity, safety • Many children require medical intervention or intimate care which would could not be done without physical contact • Many children need high level of adult support to be available, including 1:1 and 2:1 Many children travel in Local Authority (LA) home-school transport – usually in mixed groups which school have no control over 	<ul style="list-style-type: none"> • Wash/sanitise hands before and after holding hands with student • It is not expected that children social distance from staff, but staff should continue to try and stay at least one, if not more, metre away from each other, however, the other measures in place should mitigate any risk if the contact is closer than this. • Students to remain in their groups at all times and be accompanied when moving around the building. Students who demonstrate an ability to follow the rules around social distancing, following floor markings etc. may be allowed to transition to the toilet independently. • Classes will be staffed in order to meet the needs of the children. • A typical timetable should be carried out as far as is possible • Classes will be grouped into ‘bubbles’ (see annex). Children within the bubble should not be expected to social distance, however we ask staff to try to maintain social distancing with colleagues where possible, without impacting on supporting children’s learning.

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| | | <ul style="list-style-type: none">• Older children or those with less complex needs should be supported to maintain distance where possible and to learn not to touch staff and peers.• For older children or those with less complex needs (primarily those in Kingfisher, Jackdaw and Penguin) tables should face forward in rows with children sat side by side not face-to-face (they can sit next to each other).• Therapists, specialist teachers and outside agencies involved in providing interventions and support for pupils can move between settings and bubbles. 'In house' therapy teams and non-class based staff are asked to continue to only work with pupils in one particular class within a single day where at all possible. There will be a signing in sheet on each classroom door which 'in house' teams should sign and date when entering a classroom so that 'track and trace' work can identify who has been in contact with people in that bubble if necessary.• If people need to have close contact with pupils in several different bubbles over the course of a day, then they should wear appropriate PPE (see annex), this is likely to be limited to therapists and school nurse.• Semi-formal and formal learners should be provided with an individual set of frequently used resources such as pencils, coloured pencils, scissors and glue.• Designated classroom resources should be kept in the classroom and not be shared with other groups• Shared resources such as PE resources should be cleaned both before and after use.• Class resources are not to be shared with other groups |
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		<ul style="list-style-type: none"> • Tailor activities as possible to limit potential germ transference • Clean resources before putting them away • Items that can be dedicated to specific students can be bagged, named and put away for only that student to handle • Laptops should not be shared by staff • In groups where there is more bodily fluid, staff should increase frequency of pink spraying tables and hand washing of all staff and students in group • Staff to have access to appropriate PPE for specific jobs – see PPE annex • Guidance will be shared on the correct way to don and doff PPE • Demonstrate excellent hygiene levels • Wearing gloves at all times is not recommended as it creates a false sense of security, hands that are washed regularly using 2 pumps of soap and warm running water are more hygienic than gloved hands • A student may need to be sent home due to personal hygiene e.g. they may need a shower and fresh clothing • Gloves are available, and should be worn when dealing with any bodily fluids • Anti-bac spray available in all classrooms • Class staff to order replacement cleaning and hygiene equipment as their stock (and that in shared areas) runs low – this should be ordered using the electronic form found on the server (Staff read only/Booker Park staff information/forms/order forms) and sent to Annette May (amay@thevalefederation.com).
Minimising contact between people - lunchtimes		<ul style="list-style-type: none"> • Class groups are all designated a lunch location

		<ul style="list-style-type: none"> • The main hall has been split into 5 pods to cater for 5 groups on each of two sittings. • Only one member of staff from each group to collect meals from the servery, anti-bac should be used before handling anything on the counter • See PPE annex for 1:1 feeding • Some groups will eat in their classrooms – the meals will be delivered to the classrooms in heated containers to maintain a safe temperature. Classroom staff should keep distance from the person delivering the meals as far as is possible. • Staff will be allocated a lunch area to access (training room, briefing room or staffroom) in order to facilitate social distancing. • Staff SHOULD NOT gather in classrooms or corridors to eat their lunch • Staff are welcome to continue to use the memory garden to eat lunch, or go off site if they choose (as long as they return within their allotted time) • The microwave is currently NOT to be used to reduce waiting times for those wanting to get in the kitchen • Only clearly labelled milk to be left overnight in staffroom fridge • Dirty cups, plates, cutlery etc. should not be left, place them in the dishwasher or immediately wash (with hot water and washing up liquid), dry and put away
<p>Minimising contact between people – corridors</p>		<ul style="list-style-type: none"> • There should be no transitioning to small group rooms for at least Autumn i in order to reduce movement in the corridors and to support children in regaining familiarity with the expectations of the classroom, rebuild relationships with familiar adults

		<p>and to form relationships with those adults who are unfamiliar.</p> <ul style="list-style-type: none"> • A whole school assembly will be carried out remotely using MS Teams. • Teachers meetings will be reinstated and will either take place using remote methods e.g. MS Teams or with sufficient space between staff to facilitate social distancing. • People should keep to the left when moving down the corridors in the main building (follow arrows on floor) • One-way system in East Wing (follow arrows on floor) • Movement in the corridor should be limited – children should not move unaccompanied around the school • Only leave the classroom for toileting, lunch and drop off/pick up if possible
<p>Minimising contact between people - toilets</p>		<ul style="list-style-type: none"> • Class groups are all designated a toilet area • Curtains or screens can be used in sluices as appropriate • Only pupils from one bubble at a time should use the toilet area – staff will need to complete a visual check before beginning the transition from the classroom with the child to ascertain it is an appropriate time to go • Staff to have access to PPE when helping with intimate care (see annex) • If a student has soiled themselves correct PPE should be worn as usual and soiled items bagged and sealed, if there is any potentially Covid infected

		<p>waste, it should be double bagged and stored for 72 hours</p> <ul style="list-style-type: none"> • Staff should use staff toilets and use the provided pink spray to spray toilet seat, flush and lock.
<p>Minimising contact between people – arriving at and leaving the setting</p>	<p>Staggered start and end times is likely to be untenable on a long term basis – there are a large number of staff that would not be able to work later than their usual working hours which would mean classes could be unsafely staffed.</p> <p>Many families rely on transport provided by the local authority. It has proven difficult for some providers to accommodate the staggered start times for those pupils who travel from outside of Aylesbury which has meant that some pupils are on site before the staff in their bubble are. These pupils have had to sit at reception to await their staff which isn't appropriate in the current climate.</p>	<ul style="list-style-type: none"> • All entrances of the school will be used from September. • Children who arrive at school by home-school transport should remain in their vehicle until staff approach to collect. • Children should enter the school via the main entrance if based in the main corridor/Wren/Raven, East Wing door if based there, or EYFS door if an EY pupil. • End of the day: All pupils in East Wing to remain in their classroom and the telephone will be used to call groups of children to the entrance as parents/taxis arrive. • Children in classes at the top of the CLD corridor to come to the hall and sit in their lunch pod and walkie-talkie will be used to call children to approach the main entrance to leave with either their parent or taxi. • EYFS children will be dismissed through the EYFS door using usual methods.
<p>Minimising contact between people – home-school transport</p>		<ul style="list-style-type: none"> • There is no requirement that pupils travelling on home school transport should stay 2m apart • All children are below the age where masks are expected to be worn. • Local authority has been informed of our bubble groups in the hope they can organize transport accordingly.

<p>Minimising contact between people - outdoor play equipment</p>		<ul style="list-style-type: none"> • Fixed outdoor equipment will be disinfected each night • Classes within a bubble can share an outside space (usually the class playground), preferably at staggered times to ensure sufficient space for running around, but can be out at the same time • The large communal play areas at the top and bottom of the main corridor will be timetables as part of the weekly PE session. While the equipment can be used by more than one bubble over a course of a day, it cannot be used by more than one bubble at a time. • Any classroom equipment taken outside should be returned to class each night and cleaned by class staff
<p>Minimising contact between people – shared resources between home and school</p>		<ul style="list-style-type: none"> • No school resources should go home without discussion between the person wanting to send it home, and a member of SLT. When those resources are returned they should be left unused for a period of 72 hours before being used within school - this is the responsibility of the person who organized the loan of the equipment. • Ensure that home/school resources (communication aids and medication) are cleaned upon entrance to BP and on exit • PE kits and a set of spare clothes should be sent to school on the first day – being returned home when soiled.
<p>6. Where necessary, wear appropriate personal, protective equipment (PPE) – see PPE annex</p>		
<p>Response to any infection</p>		
<p>7. Engage with NHS Test and Trace Process</p>		
<p>All members of staff, and parents/carers should be ready and willing to:</p> <ul style="list-style-type: none"> • Not attend school if they are displaying symptoms 		

- Book a test if they are displaying symptoms and self-isolate with their households until a negative test result is received
- Provide details of anyone they have been in close contact with if they test positive and engage in the NHS Test and Trace process
- Self-isolate if they have been in close contact* with someone who tests positive for Covid-19.

*Close contact means:

Direct close contact – face to face for any length of time, within 1m, including being coughed on, a face to face conversation or unprotected physical contact (skin to skin)

Proximity contact – extended close contact (within 1-2m for more than 15 minutes)

Travelling in a small vehicle (car) with an infected person

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8. Manage confirmed cases of covid-19 amongst the school community

If the school becomes aware that someone who has attended has been tested positive they should:

- ★ Contact local health protection team (0345 279 9879)
- ★ Send home those people who have been in close contact (see above) with the infected person with the advice to self-isolate for 14 days since they last had close contact with that person. Household members to NOT need to self-isolate unless the contact subsequently develops symptoms themselves during their 14-day stay at home period.
- ★ If a contact does go on to develop symptoms, they should get a test.
 - if the test is negative, they should continue to stay at home the remainder of the 14-day period as they could still develop covid-19 within the remaining days
 - if the test is positive they should inform the setting immediately, and must isolate for 7 days from the onset of their symptoms (which could mean the self-isolation period ends before or after the original 14 –day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms.

- Class registers, staff attendance information and transport information will allow the school to monitor who may have had close contact with the infected person
- Therapists and internal visitors to classes will be asked to ‘sign in’ to classrooms so a record of who has been in each class can be viewed quickly if there is a confirmed case
- External visitors will continue to sign in at reception stating who they are here to see.

There is no need for schools to see evidence of negative test results before welcoming children back after a period of isolation.

9. Contain any outbreak by following local health protection team advice

If a setting has 2 or more confirmed cases within 14 days or an overall rise in sickness absence where 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.

This may be that a larger number of other pupils self-isolate at home as precautionary measure.

School Specific Issues

	<p>Bodily Fluids/Personal Care</p> <ul style="list-style-type: none"> • Several children at the school dribble, vomit, spit etc. • Staff will be in close contact with students frequently • Some students may need personal support or intimate care and feeding 	<ul style="list-style-type: none"> • In groups where there is more bodily fluid, staff should increase frequency of pink spraying tables and hand washing of all staff and students in group • Staff to have access to appropriate PPE for specific jobs – see PPE annex • Guidance will be shared on the correct way to don and doff PPE • Demonstrate excellent hygiene levels • Wearing gloves at all times is not recommended as it creates a false sense of security, hands that are washed regularly using 2 pumps of soap and warm running water are more hygienic than gloved hands • A student may need to be sent home due to personal hygiene e.g. they may need a shower and fresh clothing • Gloves are available, and should be worn when dealing with any bodily fluids • Anti-bac spray available in all classrooms • More PPE is being sourced • Class staff to report when PPE levels are low • Risk assessments will be written for each individual child
	<p>Cleaning in Specific rooms - responsibilities</p>	<ul style="list-style-type: none"> • Every time computer room is used, the desks should be 'pink sprayed' and wiped by staff on every exit • Computer screens, keyboards and mice should be wiped down with screen wipes • Sluice beds should be sprayed and wiped after each use

		<ul style="list-style-type: none"> • Classrooms should be left clean at the end of the day – this includes mess on carpets etc. from messy play • Tables and chairs should be sprayed with pink spray by class staff • Small rooms used by therapy teams will be stocked with antibacterial wipes
	Use of cleaning products	<ul style="list-style-type: none"> • ‘Pink Spray’ used in classrooms is not considered a harmful product, but may cause skin irritation, respiratory irritation and eye irritation (generally only if used excessively). If irritation occurs, wash hands, eyes and take in fresh air outside. • If irritation occurs, it is the responsibility of the staff member affected to inform their immediate team (so someone else can take over cleaning) and SLT • Cleaning to take place as often as possible when students are not in the room
	First Aid	<ul style="list-style-type: none"> • Updated First Aider lists will be shared in September • As well as qualified first aiders, many staff members have also completed online first aid training • The first aider should wear PPE as they may be exposed to bodily fluid and may also be entering a classroom other than their own. See PPE annex for details. • First aid incidents should be recorded on BehaviourWatch and parents informed as normal
	Emergency Procedures (Lockdown and Fire)	<ul style="list-style-type: none"> • Lockdown procedure has not changed

		<ul style="list-style-type: none"> • In case of a fire alarm – make your way through your nearest fire exit and head to your designated assembly point • At the assembly point you should keep your group together, and maintain social distance from other groups. • With the exception of East Wing Classes, classes will be allocated an assembly point in the back car park (on the roadway NOT the pavement) which are designed to facilitate social distance between groups – see annex.
	<p>Staffing levels will be affected by:</p> <ul style="list-style-type: none"> • Those who are currently following advice to shield themselves or a member of their household • Staff self-isolating for 12 weeks • Staff illness including those who develop symptoms and are required to self-isolate for 14 days • Lack of childcare for staffs’ own children resulting in them being unable to work • Well-being/mental health concerns about attending school 	<ul style="list-style-type: none"> • Staffing levels will be monitored each evening, and should insufficient staff be able to attend schools, then classes will be closed and parents will be informed. The decision for this will be made by senior leaders. • Staffing levels will also be monitored in the mornings, and if decisions are made to close classes in the morning, parents will be informed via text by 8am so that they do not put their children on transport. • Staff to keep updated and follow the most current government and NHS guidelines • Staff are encouraged to contact SLT with any concerns • Usual reporting absence procedures should be followed by staff
	<p>Risk of staff to staff transmission/equipment to staff transmission</p>	<ul style="list-style-type: none"> • Staff should follow social distancing guidelines as far as possible. It is their responsibility to be aware of people around them and to move away or ask people to move if they are too close

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| | | <ul style="list-style-type: none">• Staff should not sit next to each other• Staff should wash their hands with running water and soap frequently• Staff should monitor queues of people at photocopiers and printers, and not approach if others are using them• Staff members should use the classroom telephone to contact colleagues and not enter other rooms/offices• No more than 2 members of staff in the resource room at any one time, making sure that social distancing is adhered to• No one should enter a classroom which is not theirs without good reason – if there is a need for face to face contact with someone in the classroom, the door should be knocked, with the visitor remaining outside and the communication happening in the doorway (maintaining 2m distance)• Contact between class teams and therapists should happen via email or phone. If a therapist needs to work with an individual child they should make arrangements to only enter one classroom a day. Before entering another classroom on another day, they will need to shower and wear a clean set of clothing• The school nurse should only be expected to enter a classroom in an emergency. They will not do a daily 'round'. Contact should primarily be over the phone or email. If they enter a classroom they should wear gloves, |
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		<p>an apron and a disposable mask as they may need to enter more than one classroom a day</p> <ul style="list-style-type: none"> • Resource ordering should happen remotely and not using paper forms • Use stairs wherever possible • Only one member of staff at a time should use the lift, buttons should be cleaned after use • Stairwells up to the first floor as designated 'up' and 'down' and should be used one way unless in an emergency (fire alarm)
	<p>Safeguarding</p>	<ul style="list-style-type: none"> • A Covid-19 safeguarding annex has been written which all staff should read and acknowledge they have understood • You now need to email the completed form to dslbookerpark@thevalefederation.com • NO full names of children should be on the forms, staff should only use initials • This form can also be found at Z:\BookerPark\Staff\Read only\Booker Park templates • You will still be able to discuss your concerns with a DSL on site, or by contacting a DSL via mobile phone • If you are unable to complete a form, please speak with a DSL in the first instance • It is critical that DSLs are able to receive and deal with concerns as they arise, regardless of the staffing levels or if the school is closed • This new approach will ensure that all concerns are monitored and actioned by a DSL and that all children are safeguarded over this difficult period

		<ul style="list-style-type: none"> • If you are concerned that a pupil is in immediate danger because of an issue/incident outside of school, please do not wait, you should consider calling 101 or 999 • Contact numbers if required - <p>DSL - Jo Dolder 07809 232 978 DDSL - Chris Stephenson 07809 232 959 DDSL - Kerry Lidgett 07845 055 048</p>
	<p>AAC equipment – iPads/eye gaze etc</p>	<ul style="list-style-type: none"> • AAC equipment which travels between home and school and may be used by multiple people over the course of the days should be cleaned regularly with screen wipes (minimum – on arrival at school, over lunch and before going home)
	<p>Emergency medical procedures Children across the school may require emergency medical procedures which generate aerosol projection. An APG is: “An aerosol generating procedure (AGP) is a medical procedure that can result in the release of airborne particles (aerosols) from the respiratory tract when treating someone who is suspected or known to be suffering from an infectious agent transmitted wholly or partly by the airborne or droplet route.” https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control/covid-19-infection-prevention-and-control-guidance-aerosol-generating-procedures</p>	<ul style="list-style-type: none"> • Pupils will not attend school if they are suspected or known to be suffering from Covid-19, therefore the risk is minimal. • Individual risk assessment for identified children will include information about safe use of these procedures – where possible they will take place in a space away from the classroom.

Annex 1 – PPE

This table shows the situations in which PPE is appropriate and PPE will only be supplied for the following. We discourage wearing gloves throughout the day as mentioned above, and Public Health England recommend not using face coverings in schools – these could increase physical contact from students. It is the responsibility of the staff using the PPE to ensure good supplies, including ordering more supplies in good time from Annette May (amay@thevalefederation) when supplies run low.

As of the 15th June anyone using public transport must wear a mask or suitable face covering. If a member of staff chooses to wear their own face mask during the day (separate from transport mask), the school takes no responsibility for injuries caused by a student that is trying to interact with the mask. Personal face masks should not come into contact with school property, it should be stored safely if removed, and not left at school.

Activity	Advised PPE	Where PPE will be stored	How should it be disposed
Intimate care	Gloves and plastic aprons	Sluice	In normal bins
Feeding a child on a one-to-one basis	Gloves and plastic aprons - clean set for each individual child supported. *Please note if the child is prone to coughing when eating you may wish to add a face mask and face shield.	In dining areas	In usual bin
Any medical care such as delivering emergency medication or feeding via tube.	As above. One person should lead on this with supporting adults remaining at a distance.	In the location the care is provided	In usual bin
Children who spit	Face shield/goggles, disposable mask, apron and gloves, to be changed at lunchtimes and when ceasing to work with that individual. See individual risk assessments.	To be stored in the classroom the individual child is based in.	Reusable shields should be washed using washing up liquid under running water. Disposable shields, masks and gloves should be discarded in the normal bin.
When supporting a child who is displaying symptoms of Covid-19	Gloves, plastic apron, face mask and disposable face shield.	One set stored in each classroom (to facilitate one staff member to support the child to the isolation	Waste should be double bagged, stored in a secure place for 72 hours then put in

		room) Additional sets stored at reception	normal waste collection service
First Aid including vomiting	Gloves, plastic apron, face mask and disposable face shield.	With the first aid kit at reception. Gloves and aprons and face masks can also be located in the sluice	Waste should be bagged and tied for the site team to collect
Identified children who are medically vulnerable as discussed and agreed with the school nurse.	Disposable mask, apron and gloves. Mask to be changed at lunchtimes. Apron and gloves to be changed following any procedure or hourly (whichever comes first) and when ceasing to work with that individual. Please note hands (even with gloves on) should be washed before carrying out a procedure such as feeding, intimate care or administering medication.	Classroom supply to be stored in cupboard.	In usual bin
Staff who need to enter several different bubbles over the course of the same day, without being able to maintain 2m distance.	Disposable mask, apron and gloves.	Relevant staff to order from finance team and store in their offices.	In usual bin.

*In the event where a student has a hearing impairment and will use a form of sign language or lip reading, face shields are to be worn instead of masks



Guide to donning and doffing standard Personal Protective Equipment (PPE)

for health and social care settings

Donning or putting on PPE

Before putting on the PPE, perform hand hygiene. Use alcohol handrub or gel or soap and water. Make sure you are hydrated and are not wearing any jewellery, bracelets, watches or stoned rings.

- 1 Put on your plastic apron, making sure it is tied securely at the back.


- 2 Put on your surgical face mask, if tied, make sure securely tied at crown and nape of neck. Once it covers the nose, make sure it is extended to cover your mouth and chin.


- 3 Put on your eye protection if there is a risk of splashing.


- 4 Put on non-sterile nitrile gloves.



- 5 You are now ready to enter the patient area.





Doffing or taking off PPE

Surgical masks are single session use, gloves and apron should be changed between patients.

- 1 Remove gloves, grasp the outside of the cuff of the glove and peel off, holding the glove in the gloved hand, insert the finger underneath and peel off second glove.



- 2 Perform hand hygiene using alcohol hand gel or rub, or soap and water.



- 3 Snap or unfasten apron ties the neck and allow to fall forward.





Snap waste ties and fold apron in on itself, not handling the outside as it is contaminated, and put into clinical waste.

- 4 Once outside the patient room. Remove eye protection.


- 5 Perform hand hygiene using alcohol hand gel or rub, or soap and water.


- 6 Remove surgical mask.


- 7 Now wash your hands with soap and water.



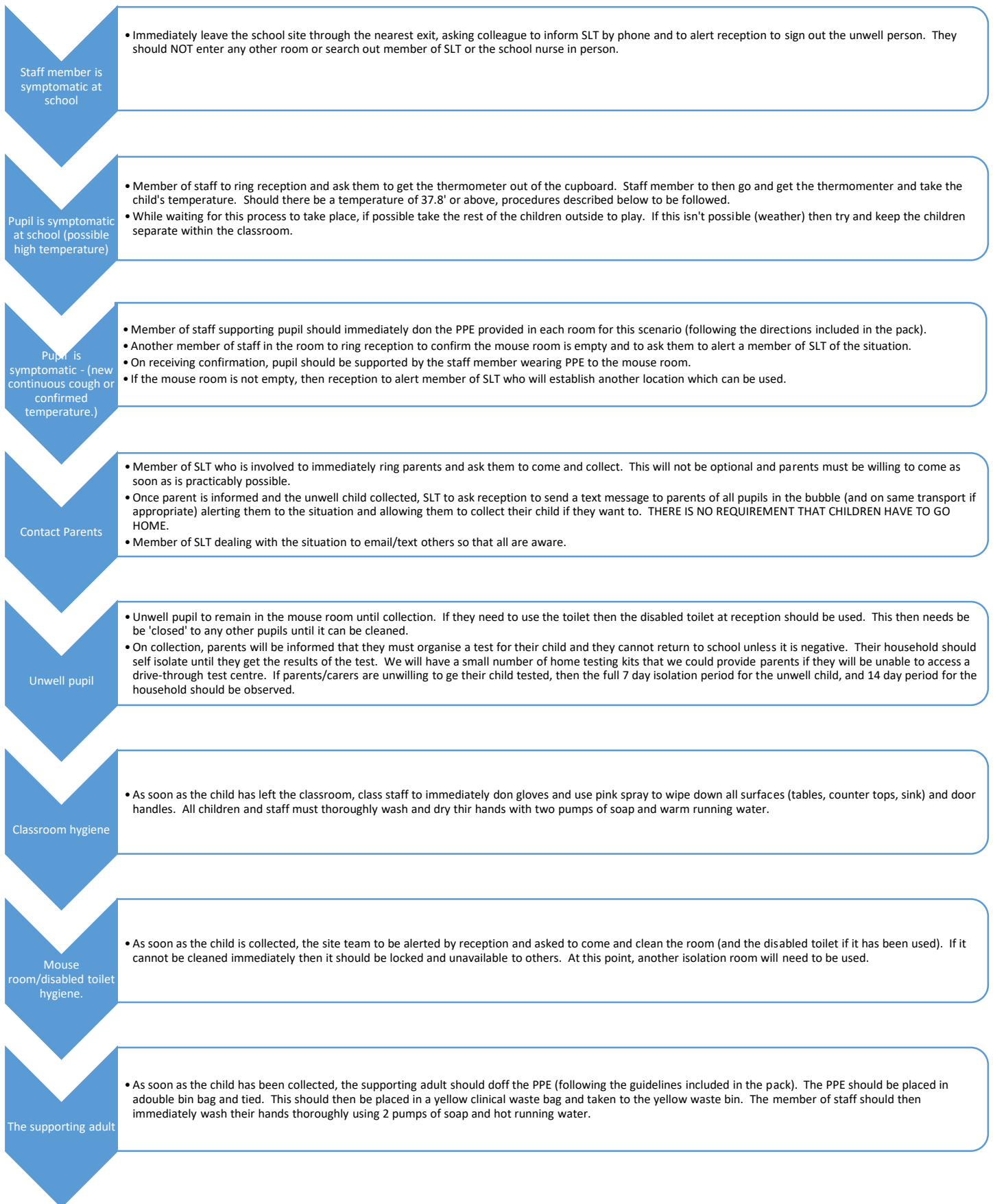
Please refer to the **PHE standard PPE video** in the **COVID-19 guidance collection**:

www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures

If you require the **PPE for aerosol generating procedures (AGPs)** please visit:

www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-aerosol-generating-procedures

Annex 2 - Managing symptomatic people at school



Annex 3 - Frequently Asked Questions (staff):

1. I supported a child who was displaying symptoms of coronavirus. Can I stay in school once they've left?

Yes. There is no need to go home or self-isolate unless you develop symptoms yourself (in which case you should seek a test), or unless the unwell child subsequently tests positive.

2. Surely the hand sanitiser is more effective than the soap?

No – soap and water is proven to kill this virus and is the first and most effective technique for hand hygiene. Two pumps of the soap and running water for at least 20 seconds is highly effective.

3. What is a new, continuous cough?

Coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you/a pupil usually has a cough, it will be worse than usual).

4. I am clinically or extremely clinically vulnerable – should I be in work?

The guidance from the Government ('Guidance for full opening: special schools and other specialist settings' (pub. 2/7/20)) states that where the measures stated in the guidance are applied, risks to staff will be 'mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable', allowing most staff to return to the work place. If you have declared that you received a text or letter from the NHS we will speak to you on an individual basis and may seek further advice and support from Occupational Health.

People who are clinically vulnerable should follow the advice here:

<https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing-after-4-july>

People who are extremely clinically vulnerable should to follow the advice here:

<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>

5. I am pregnant – should I be in work?

Pregnant people fall into the 'clinically vulnerable' category. See above.

6. I did care work for/met up with someone who has since developed symptoms and is yet to be tested, what should I do?

There is no need to self-isolate unless the person tests positive for Covid-19.

7. I don't feel well. What should I do?

Do you have a cough, temperature or sudden loss of smell/taste? If so, please immediately start a 10-day isolation period, and your household should start a 14-day isolation period. Book and attend a test. If the test is negative, you can return to school as soon as you feel well enough.

Is it something else? If you're not well enough to attend school then follow the usual reporting procedures. If you do feel well enough then come on in – remember, we're likely to have difficulty with staffing as a result of staff needing to self-isolate so please come in if you can.

When reporting absence, make sure you tell us whether your absence is Covid-19 related or not – if you don't say why you are off, or make it clear it's not Covid-19 related, then a member of the admin team will contact you to establish the reason.

8. I have been contacted by NHS Test and Trace, what should I do?

It is everyone's duty to follow the recommendations given to them by NHS Test and Trace. Please keep the school informed of what has been said.

Annex 4 – Frequently Asked Questions – Parents/Carers

1. Will staff wear PPE?

Staff won't routinely wear PPE apart from for specific activities (see PPE annex) – this will mean that in some classes, all or some of the staff working with the most vulnerable children might wear a mask/gloves and apron. Some staff who are medically vulnerable may choose to wear a mask.

2. My child has a temperature - I've given them paracetamol and the fever has gone – can I send them in?

NO! Paracetamol (calpol) relieves the fever but doesn't get rid of the underlying infection. If your child has a temperature you must keep them at home (and start a 14 day-self-isolation period for the rest of the family) and we would appreciate it if you could organise a test. A negative test result would mean that your child can return to school quicker as they won't need to see out the 10-day self-isolation, and the rest of the family can end their 14-day isolation period.

3. My partner has symptoms. Can my child come to school?

No! If anyone in the household develops symptoms, then the whole household must self-isolate for 14 days, and the unwell person for 10. If the unwell person has a negative test then the isolation period can end for all, providing no one else develops symptoms. We strongly recommend making use of testing facilities to minimise disruption to the family.

4. I have had a test and it was positive, what happens now?

Your whole family **MUST** self-isolate for 14 days, even if they have negative tests within this period.

5. What happens if someone in my child's bubble starts showing symptoms?

We will immediately send anyone displaying symptoms home (via an isolation room while waiting to be collected). We will inform parents of all the other children in the bubble/transport via text message in case they wish to collect their own child as a precaution. The guidance doesn't say that this is necessary but we recognise that many of you may be anxious about the return to school and are keen to have open communication with you.

6. Does my child have to wear a mask?

No, there is no requirement that your child wears a mask, at school, or on transport. If you wish them to wear a mask on transport, they will be asked to remove and discard it on arrival at school.

7. Why is my child's class closed?

Children at Booker Park need a high level of supervision to keep them safe. If there are insufficient numbers of staff at school to keep children safe then we will have to close classes. This is the 'last case' scenario and will happen on a rotation basis so that it is not the same class affected each time.

Annex 5 - Planning for September 'Bubbles'

	Classes	Fire assembly point	Lunch Sitting 1 – 11.45-12.15 (Play 12.15-1) Sitting 2 – 12.30-1pm (Play 1-1.45)	Toilets	Staff Facilities	Playground (arrival)	Playground (mid-morning & lunch)	Playground (lunch)
Bubble 1	EYFS (x3)	Back car park - 11	As normal	As normal	Training Room	As normal		
Bubble 2	East Wing (x7)	EW assembly point	EW Hall x 2 sittings	As normal	Briefing Room	As normal		
Bubble 3 (each pair of classes is a sub-bubble)	Puffin/Parrot	Back car park - 3	Library sitting 1	Sluice 1	Staffroom	Class & outside office		
	Skylark/Starling	Back car park - 5	Library sitting 2	Sluice 2	Staffroom	Class and swings		
	Dove/Owl	Back car park - 6	Hall: D - sitting 1 O – sitting 2	Sluice 3	Staffroom	Class	D – class first O – class second	
	Magpie/Hummingbird	Back car park - 7	Hall: M - sitting 1 H – sitting 2	Sluice 2	Staffroom	Class	M – class first H – class second	
	Jay/Bluebird	Back car park - 2	Hall: J – sitting 1 B – sitting 2	Sluice 1	Staffroom	Class	J – class first B – class second	
	Firecrest/Red Kite	Back car park - 4	RK - classroom F- hall sitting 2	Sluice 2	Staffroom	Class	RK – class first F – class second	
	Goldfinch/Nightingale	Back car park - 8	Hall G - sitting 1 N – sitting 2	Sluice 3/N'gale	Staffroom	Goldfinch Class playground	G – class first N – GF class second	

Bubble 4 (each class is a sub- bubble)	Wren	Back car park 10	Classroom	Class	Training Room	n/a
	Raven	Back car park 10	Classroom	Class	Training Room	n/a
	Robin	Back car park 1	Classroom	Sluice 3	Staffroom	n/a