



HARRODIAN

Covid-19 – Risk Assessment for the 8 March 2021 Opening of School **Updates: From 17 May Changes in Mask Guidance**

Introduction

Government guidance stipulated that, to prepare for wider opening from 1 June 2020, every setting must carry out a risk assessment before opening. Following the government guidance that schools should open to all pupils from 8 March 2021 it was outlined that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed) to consider the additional risks and control measures to enable a return to full capacity which is in line with the government's '*Guidance for full opening: schools*'. The government guidance clarifies that this is to inform school decisions and control measures - a risk assessment is not about creating huge amounts of paperwork, but rather about identifying sensible measures to control the risks in the workplace, and the role of others in supporting that. The risk assessment will help school leaders and employers decide whether they have done everything they need to.

Schools should also review and update their wider risk assessments and consider the need for relevant revised controls in respect of their conventional risk profile considering the implications of coronavirus (COVID-19).

This risk assessment references the specific government guidance; it has now been updated to reflect the government requirements and updated guidance up to 8 March 2021.

Please note that a separate school risk assessment is available for Coronavirus (Covid 19) asymptomatic testing in schools. For secondary pupils and all staff we are moving to a home testing model (for pupils following the first 3 onsite tests.) Testing remains voluntary but is strongly encouraged.

Separate school policies relating to Pupil Face Coverings and Staff Face Coverings are also available.

Face Coverings in Education

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/965446/Face_coverings_in_education_-_March_2021.pdf

Guidance for full opening: schools

https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak?utm_source=572d62e4-ce85-4056-8338-e87b1cbaf0c5&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

<https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19>

Preventing and controlling infection, including the use of PPE, in education, childcare and children's social care settings during the coronavirus outbreak

<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>

The '*Implementing protective measures*' document clarifies that there are important actions that children and young people, their parents and those who work with them can take during the coronavirus outbreak, to help prevent the spread of the virus, dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced. These include:

1. MINIMISE CONTACT WITH UNWELL INDIVIDUALS - minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges.
2. CLEANING HANDS - 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.
3. RESPIRATORY HYGIENE - ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.
4. CLEANING REGIME - cleaning frequently touched surfaces often using standard products, such as detergents and bleach.
5. ALTERING THE ENVIRONMENT AND ORGANISATION TO MINIMISE CONTACT - minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times). The '*Guidance for full opening*' places more emphasis on organisation of the school to minimise contact between bubbles.

This risk assessment therefore retains these measures, and then "other" measures such as staff and pupil wellbeing, and staff levels to provide a safe environment, but also updates to reflect the '*Guidance for full opening*'. This summarises the important requirements within the context of providing for the resumption of the full range of curriculum subjects and vulnerable children including those with special educational needs.

Essential measures include:

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning arrangements
- active engagement with *NHS Test and Trace*
- formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable

How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:

- grouping children together
- avoiding contact between groups
- arranging classrooms with forward facing desks
- staff maintaining distance from pupils and other staff as much as possible

Please note with regards to the 'hazards and issues' many of these are taken directly from government guidance, but **all must be considered in the context of individual schools.**

It should be noted that the tool does not provide for the standard ‘Likelihood x Severity’ risk assessment process. The expectation is that the addressing government prescribed control measures will control the risk, but where this cannot be met there would be the need for a further more formal risk assessment.

This document will be updated regularly and is classified as a working document so is therefore subject to change.

Risk Assessment

WHOLE SCHOOL							
No	Theme (‘Hierarchy of Controls’)	Hazards and issues as per government guidance	Control measures – in existence or to be actioned	Action Complete		Further Risk Assessment Required	
				Y	N	Y	N
1	Unwell/suspected unwell individuals, taking swift action to contact the local health protection team, and use of NHS Test and Trace	<p>Minimise contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, or have tested positive in the last 7 days, do not attend school, and ensuring anyone developing those symptoms during the school day is sent home.</p> <ul style="list-style-type: none"> Plan the school level response should someone fall ill on site (following ‘Implementing Protective Measures’ additional questions guidance). All pupils who show symptoms to be isolated as soon as they appear in a specific space. All staff who show symptoms to be supported to return home as soon as possible. All symptomatic staff and pupils to be guided towards testing opportunities. 	<ul style="list-style-type: none"> Parents should refer to the declaration included with the Headmaster’s email of 3rd March. Ensure staff all have a copy of the information sent to parents and explicitly understand the expectations. Staff have been made aware of: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools. Symptomatic persons to be isolated in the nurse’s office and sent immediately home. They will not be able to return to school until they have fulfilled an appropriate self-isolation period. The nurse’s office will be completely cleaned after a symptomatic person has vacated the area. PPE visors, masks and gloves to be available. Anyone sent home will be guided towards: https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-household-s-with-possible-coronavirus-covid-19-infection. 	Y			N
				Y			
				Y			
				Y			
				Y			

		<ul style="list-style-type: none"> Set aside space for symptomatic people to isolate before they go home. Staff supporting any symptomatic child should wear PPE. <p>Swift action to report and work with the local health protection team and <i>NHS Test and Trace</i>. Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19), as per the local authority's flowchart.</p> <p>Schools must ensure they understand the flowchart and the <i>NHS Test and Trace</i> process. Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> book a test if they are displaying symptoms. provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by <i>NHS Test and Trace</i>. self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19). 	<ul style="list-style-type: none"> Anyone sent home will be guided towards: Coronavirus (COVID-19): getting tested - GOV.UK. If someone sent home with symptoms subsequently tests positive, the school will contact the DfE/Ofsted/Local Authority. School will utilise the '<i>test and trace</i>' workplace guidance: NHS Test and Trace service in the workplace. If a pupil or staff member is confirmed as having coronavirus following a test, then the school must be informed immediately. The school will then further identify those pupils and staff who were in either close contact (face-to-face) or close proximity (for more than 15 minutes) to the individual. It is also important to trace anyone who had similar contact with the individual up to 48 hours prior from when symptoms were first reported. The school will also contact the DfE/Ofsted/Local Authority. The school will inform the relevant parents, pupils and staff if a case is confirmed. Further guidance on pupils attending school/needing to self-isolate will be issued as deemed necessary. 	Y				
2	Cleaning Hands	<p>Government Guidance states that it is important that there is a regime for pupils and staff to clean hands more often than usual.</p> <p>It is essential that everyone washes their hands more often, using soap and water for at least 20 seconds. Hand washing with soap employs mechanical action that loosens bacteria and</p>	<ul style="list-style-type: none"> Form Tutors to support in establishing/reminding about hand washing routines – start of day, before and after breaks/lunch etc. Provide hand sanitiser for all proposed door entrances and classrooms in use, Dining Room and Marquee. Paper towels and hand sanitiser in all classrooms of use, with supplies being replenished daily. 	Y				N

	<p>viruses from the skin, rinsing them into the drain. Drying hands afterwards makes the skin less hospitable to the virus. Hand sanitiser can be effective if soap is not available or the situation makes using soap less feasible (i.e. when outside) but using hand sanitiser provides none of the virus-destroying friction that rubbing your hands together and rinsing with water provides.</p> <ul style="list-style-type: none"> ● Secure proportionate supplies of soap and hand sanitisers. ● Prioritise hand washing over use of sanitisers. ● Pupils wash hands on arrival, end of lessons and breaks, before and after eating, after using shared equipment such as computers, etc. ● Pupils remove masks on arrival and put in their own bags. ● Sanitisers at key points around the school where there is not a sink nearby. ● Reminders to pupils in assemblies, (and with younger year groups through games and songs) about how to wash hands thoroughly and to not touch mouth, eyes and nose, so that this becomes 'part of the school culture'. ● Plan how to help pupils who have trouble cleaning their hands independently. ● Teachers should wash their hands before and after handling pupil's books. ● Teachers must support the school in teaching pupils about the importance of health and hygiene. 	<ul style="list-style-type: none"> ● All pupils encouraged to bring in their own hand sanitiser to keep in their bags and use when needed. ● Specific teaching and demonstration of hand washing and hygiene, including not touching face. ● Outdoor hand washing facilities available in Pre-Prep and at the Marquee. ● Younger pupils supervised whilst washing hands to ensure effective practice. ● Whole school assemblies will not be conducted (to be replaced by bubble/class/year group assemblies). ● Hand sanitiser to be placed at various entry points into the school grounds, in the staff rooms, offices, reception and Security Lodge. ● All staff to wash hands regularly and after touching any equipment/books etc used by pupils. 	Y	Y	Y	Y	Y	Y
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3	Respiratory Hygiene and PPE	<p>Make arrangements for the very small number of cases where personal protective equipment (PPE) supplies will be needed:</p> <ul style="list-style-type: none"> if your staff provide intimate care for any pupils. for cases where a pupil becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care (where 2 metres cannot be maintained) until they can return home. 	<ul style="list-style-type: none"> Resources to include gloves, face protecting visors for the Medical Room to support nurses and/or first aiders caring for anyone exhibiting symptoms. Plastic bags to be used for double bagging used items for disposal. Double bagged used items to be taken to external bins immediately and the area used cleaned. All routine PPE available along with additional items outlined above. 	Y			N		
		<p>Ensure good respiratory hygiene – promote the ‘catch it, bin it, kill it’ approach</p> <ul style="list-style-type: none"> Reminders to pupils in bubble assemblies about use of tissues, or use of elbow, to cough or sneeze. Tissues in all classrooms and spaces where staff work. Regular emptying and securing of bin waste. Windows to be open in classrooms during daytime when necessary and when needed. Doors open where necessary and when needed (adhering to fire safety, security and safeguarding policies). Carry out risk assessments for any pupils with complex needs and those who work with them. 	<ul style="list-style-type: none"> Weather permitting, windows remain open throughout the day to allow for adequate ventilation. Some windows have blockers for health and safety reasons. All doors to remain open where possible to allow for adequate ventilation. After touching doors, staff and pupils should wash their hands and/or use hand sanitiser. Explicit teaching of respiratory hygiene rules to promote good hygiene practice - the ‘catch it, bin it, kill it’ approach. All pupils are encouraged to bring in individual packets of tissues to keep in their bag. They should also have their own face masks, which must be kept safely stored away in their bags during the school day. Lidded bins are not to be used to reduce/limit hand touching bins/missed tissues landing on surfaces, etc. 	Y	Y	Y	Y	Y	N
		<p>The government has updated its guidance on the wearing of face masks in schools. Please refer to the school policies for staff and pupils and the DfE guidance Face Coverings in Education:</p>	<p>From 17 May, all pupils in the 11s and upwards will no longer be required to wear face coverings in classrooms or communal areas.</p>	Y				N	

		<p>https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education</p>	<p>Staff are no longer required to wear face coverings in classrooms where social distancing can be maintained.</p> <p>However, face coverings will continue to be worn in communal spaces where social distancing is not possible.</p> <p>All pupils in 11s and upwards should carry a mask in a plastic bag for use if needed</p> <p>Masks must be clean, dry, appropriate for school (eg no slogans) and fit for purpose (undamaged, covering the nose and mouth and of a clinical nature – not a face scarf).</p> <p>A face covering should:</p> <ul style="list-style-type: none"> ● cover your nose and mouth while allowing you to breathe comfortably. ● fit comfortably but securely against the side of the face. ● be secured to the head with ties or ear loops. ● be made of a material that you find to be comfortable and breathable, such as cotton. ● ideally include at least two layers of fabric (the World Health Organisation recommends three depending on the fabric used). ● unless disposable, it should be able to be washed with other items of laundry according to fabric washing instructions and dried without causing the face covering to be damaged. ● A supply of face masks will be available at Reception and the Senior Office. ● Pupils and staff wearing face masks should be aware that in certain scenarios they will be asked to remove face masks. For example undertaking exercise or an 	<p>Y</p> <p>Y</p> <p>Y</p>			
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			<p>activity if it would negatively impact your ability to do so.</p> <p>Ad hoc temperature testing of Upper Prep pupils and above will no longer be necessary as they will be undertaking lateral flow testing twice a week.</p>	Y			
4	Staff communal areas	<ul style="list-style-type: none"> Minimise use of staff rooms while recognising staff need a space to work. Rearrange staff room to facilitate social distancing. Both the Junior and Senior Library study areas will also be in use to support this. Agree use of staff room, minimising time staff congregate in there. Agree protocols for use of staff toilets (again to minimise contact). 	<ul style="list-style-type: none"> Staff allocated specific work-stations in other spaces, such as libraries. Furniture arranged and IT to be removed to increase social distancing - screens will be put up where possible. Staggered lunch times will help ensure the use of staff rooms and offices are also staggered. Sanitising spray, paper towels and hand sanitiser are available in all staff areas and should be used regularly throughout the day. Senior Changing Rooms have been allocated to staff to facilitate social distancing and use of toilets. 	Y			N
	Reception areas	<ul style="list-style-type: none"> Consider screens or physical spacing to protect staff in reception areas. 	<ul style="list-style-type: none"> Screen installed at Reception. Reception will be restricted to one visitor at a time and only allowed when arranged by prior appointment. Visits to the site are restricted unless pre-arranged and authorised by SLT. Desktop not to be used for Senior pupil sign in/out. This will be done manually by Senior Office staff. 	Y			N
	Dining room	<p>The kitchen will be fully open from the start of the Autumn Term and normal legal requirements will apply about provision of food to all pupils. The Dining Room and Marquee can be shared as long as different groups keep their social distance</p>	<ul style="list-style-type: none"> Lunchtimes to be staggered (for different bubbles). A member of staff and duty manager will supervise the Dining Room and Marquee. All tables will be sanitised between sittings. 	Y			N

	<p>between the groups and adequate cleaning between groups is in place.</p> <ul style="list-style-type: none"> Stagger lunchtimes to cater for different groups and distancing. Work with contractors to ensure meals are able to be prepared and served safely. Consider screens or a physical barrier to ensure distance at serving point. Face masks will be worn at all times and PPE is also available to all the Catering staff. Clean tables between sittings. Consider lunch in classrooms if it is not possible to use the Dining Room or Marquee. 	<ul style="list-style-type: none"> Hands washed and tables cleaned before and after eating lunch. Floor markings and signage to support distancing when queuing. Masks to be worn (11s upwards) until a pupil or member of staff sits down to eat. Masks to be put on again when standing up. 	Y			
Safety messaging	<ul style="list-style-type: none"> Safety measures and messages will be displayed around school in appropriate areas (e.g. toilets, etc). 	<ul style="list-style-type: none"> Regular verbal reminders to pupils. Emails to parents. Emails to staff and meetings when necessary. A minimal use of signage will be in place in order to maintain a degree of normality around the school. Additional staff at gates will be adequate to inform parents without the need for any extra signage. 	Y			N
Transport to school	<ul style="list-style-type: none"> School should consider staggered start times where possible to enable more journeys to take place outside of peak hours. School should encourage parents, staff and pupils to walk or cycle to school if at all possible (e.g. use of 'walking buses'). School is setting up daily coach services to support pupils getting to and from school. 	<ul style="list-style-type: none"> Staggered drop off and pick up times to enhance social distancing on public transport. Pupils will be allocated to specific gates for entry and exit to the school site. Parents cannot enter the site unless pre-arranged and authorised by SLT. The exception to this are Pre-Prep and Lower Prep parents who will be permitted to use the Pre-Prep gate at drop off and pick up times. Parents are alerted to government travel guidance: Coronavirus (COVID-19): safer travel guidance for passengers. Coach service details have been sent to all parents with relevant timetabling (which is subject to change). 	Y			N

	Parents and Essential Visitors	<ul style="list-style-type: none"> Clear guidance required for essential visitors regarding school's processes for social distancing and hygiene. Minimise parents access to the school site. Organise visits only out of school hours where possible. Keep a record of all visitors, including declaration forms. Plan arrangements with your suppliers and check they are following appropriate social distancing and hygiene measures (for example, food suppliers, grounds maintenance, transport providers), including when in school. Agree approach to any scheduled or ongoing building works, and how to organise social distancing measures. 	<ul style="list-style-type: none"> Only essential visitors and parents, where there is an urgent need that cannot be met by telecom or video conferencing, will be given access to the school. They will not be allowed on site unless pre-arranged and authorised by the SLT or Operations. All visitors will be given clear guidance on the school's COVID-19 restrictions. They will be distanced from pupils, be required to wear face masks, temperature checked on arrival and have signed a visitor declaration form. All visitors, with the exception of regular deliveries and contractors, will report to the Security Lodge on arrival and then be directed to either Reception or the Senior Office, where they will be collected by a member of staff who will remain with them throughout. No parents or essential visitors are allowed to access any bubble spaces. They will be expected to use outside areas or pan bubble rooms only. Where pan bubble rooms are used these are to be cleaned after the visitors have departed. 	Y			N
	Buildings - one way systems, entrances/exits, etc.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Signage and barriers to be used in large open spaces, such as the foyer in the Senior School and main hall in the Prep Building. Bubbles to be allocated distinct entrances/exits that deconflict the flow of the bubble groups that reflects where their form rooms are located. Access to pan bubble rooms and specific areas e.g. Learning Support to have individual signed routes. 	Y			N
5	Staff workload and wellbeing (teachers,	Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1st August, the	<ul style="list-style-type: none"> Individual risk assessments are available to all staff – on request or targeted by SLT. 	Y			N

support staff and non-teaching staff)	<p>government expects that staff will attend school. Advice for those who are extremely clinically vulnerable, clinically-vulnerable, including pregnant women, is available.</p> <ul style="list-style-type: none"> Encourage all staff members to contact HR about personalised arrangements, where medical advice would indicate that they are still unable to return to work. Consider enabling previously shielded staff to work remotely where possible or in roles in school where it is possible to maintain social distancing. Identify staff who, because of particular characteristics which may make them at comparatively increased risk from coronavirus, might need individual risk assessments to support return. 	<ul style="list-style-type: none"> Careful monitoring of guidance for BAME staff (awaiting further updated guidance) and targeted offers of individual RA's. Staff to discuss any flexible working arrangements with HR if needed. 	Y					
	<ul style="list-style-type: none"> Agree staff workload expectations (including for leaders) in line with government guidance issued on 1 March 2021. 	<ul style="list-style-type: none"> SLT are available to discuss workload issues with all staff as and when required. Expectations of staff are shared at staff meetings and within this document. Staff should not come to work if they have coronavirus symptoms, or go home as soon as these develop (informing their line manager), and access a test as soon as possible. Clean hands more often than usual - 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. Use the 'catch it, bin it, kill it' approach. Avoid touching your mouth, nose and eyes. Clean frequently touched surfaces often using standard products, such as detergents and bleach. Think about ways to modify their teaching approach to keep a distance from children in classes as much as 	Y	Y	Y	Y	Y	Y

			<p>possible, particularly close face to face support (noting that it is understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).</p> <ul style="list-style-type: none"> ● Consider avoiding calling pupils to the front of the class or going to their desk to check on their work if not necessary. ● Help classes to follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. including by updating classrooms displays with posters. ● Wherever possible prevent classes from sharing equipment and resources (like stationery). ● Keep classroom doors and windows open if possible (being aware of health and safety guidelines and fire safety) for adequate ventilation. ● Limit the number of pupils in a class using the toilet at any one time. ● Limit contact with other staff members, keep 2 metre distance and avoid congregating in shared spaces, especially if they are small rooms. 	Y			
		<ul style="list-style-type: none"> ● Decide what staff training (either delivered remotely or in school) is needed to implement any changes the school plans to make (for example, risk management, curriculum, behaviour, safeguarding). 	<ul style="list-style-type: none"> ● Ahead of 8th March, all staff have been made aware of any information sharing, policy updates and operational procedures, etc. 	Y			N
		<ul style="list-style-type: none"> ● Put in place measures to check on staff wellbeing (including for leaders). 	<ul style="list-style-type: none"> ● Regular contact with team leaders and SLT throughout the academic year. 	Y			N
6	Pupil wellbeing and safeguarding	<ul style="list-style-type: none"> ● Consider updating <i>Behaviour Policy</i> to reflect the new rules and routines necessary to reduce risk in the setting and agree how to communicate this to school staff, pupils and parents and review dress code expectations. 	<ul style="list-style-type: none"> ● Further information was included in the letters to parents from section Heads sent at the start of the academic year. 	Y			N

		Communicate clearly with pupils and parents.					
		<ul style="list-style-type: none"> Plan likely mental health, pastoral or wider wellbeing support for pupils returning to school (for example, bereavement support) referring to LEA guidance as needed. 	<ul style="list-style-type: none"> Staff will continue to provide a high level of pastoral care for all pupils. Well-being, mental health and outdoor learning will be the focal points. 	Y			N
		<ul style="list-style-type: none"> Consider revising the <i>Child Protection Policy</i> (led by the Designated Safeguarding Lead) to reflect the return of more pupils. Plan for possible additional time required by DSLs for their role in September. 	<ul style="list-style-type: none"> The school has updated its <i>Safeguarding Policy</i> in line with government and LEA guidance. 	Y			N
		<ul style="list-style-type: none"> Work with the LEA to secure services for additional support and early help where possible (for example, around anxiety, mental health, behaviour, social care, or changes to mobility), and consider how these might apply to pupils who were not previously affected. 	<ul style="list-style-type: none"> Where necessary we will continue to conduct virtual teams around the child, meetings and communicate with social workers. The Designated Safeguarding Leads will consider Early Help for vulnerable children and families who are identified by school staff. We will continue to signpost parents to mental health support through CAMHS and our school counsellor, Adele Monsef. 	Y Y Y			N
		Attendance: <ul style="list-style-type: none"> Communicate expectations re attendance to parents throughout the summer. Identify pupils who might be anxious about returning and develop plans to engage them. Work with relevant professionals. 	Parents have been informed about attendance expectations from 8 th March.	Y			N
7	Other considerations	A health and safety check of the buildings has been undertaken during the lockdown period and ahead of the reopening of the site in March. Detailed DfE guidance here: Managing school premises during the coronavirus (COVID-19) outbreak - GOV.UK (www.gov.uk) .	<ul style="list-style-type: none"> Ensure that the entire risk assessment is shared with all staff and they are aware of their obligations for ensuring everyone's collective health and safety. This risk assessment will be reviewed regularly. Risk assessment made available to parents via Edulink (Parent Portal). 	Y Y Y			N

		<p>All air conditioning units on site have been serviced and filter systems checked. Both heating and cooling modes can be used safely. Ventilation considerations are regularly reviewed following guidance from the Health and Safety Executive.</p> <p>All considerations on the access, processing and storage of personal data remain. Much of the personal data collected for managing the pandemic is classified as sensitive (medical information) and is subject to stringent regulations under GDPR for its management.</p>	<ul style="list-style-type: none"> • Staff are aware of the use of air conditioning units and the function capabilities. • The nature of sensitive GDPR data to be highlighted to all staff who have access and internal checks carried out to ensure its safety 	Y			
8	Contingency planning for outbreaks	<p>In the event of a local outbreak it may be necessary to terminate a year bubble or full school attendance.</p> <p>Plan as far as possible according to <i>Section 6: Guidance for Schools: Coronavirus (Covid 19)</i> Schools will also need to have regard to any new guidance that would be issued in the case of a wider local outbreak.</p>	<ul style="list-style-type: none"> • School will continue with a remote learning curriculum as and when required. • Provision will be made for pupils who do not have suitable online access. • Provision will be made for pupils with SEND. 	Y			N
<p>The next sections are split into Pre-Prep, Prep, Seniors and Sixth Form. Please read the information pertaining to your child.</p>							
<p>PRE-PREP SCHOOL</p>							

1	Start and End of the School Day	<ul style="list-style-type: none"> Identify exit/entry points for pupils, minimising contact with other pupils and families: if possible these points should be through an outside door directly to classrooms. Tell parents that if their child needs to be accompanied to school, only one parent should attend. Tell parents and pupils their allocated drop off and collection times and the process for doing so, including protocols for minimising contact (for example, which entrance to use). Make clear to parents that they cannot gather at entrance gates or doors, or enter the site unless pre-arranged and authorised by SLT. Communicate with parents and pupils so they are aware of recommendations on transport to and from school (including avoiding peak times). 	<ul style="list-style-type: none"> All Pre-Prep pupils arrive between 8.40 and 8.50am via the Pre-Prep pedestrian gate and car exit gate. Bubbles will be divided by barricades and pupils will wait with a parent until the bell rings. Pupils will line up and go into class. Parents should leave immediately. All Pre-Prep pupils will leave at 3.45pm. Parents should collect their children and leave the site promptly. Visits to the site are restricted unless pre-arranged and authorised by SLT. Parent letter to provide clarity on drop off/collection information which will be strictly adhered to. Teachers to remind pupils of procedures daily. Parents asked not to wait or congregate after the pupils have gone into class. Parents to be reminded (where necessary) that only one parent should drop off/pick up. Staff present for drop off and pick up. Transport guidance shared with parents. 	Y Y Y Y Y Y Y Y			N
2	Cleaning	<p>Decide what an enhanced cleaning schedule looks like and how it will be implemented in your school (for example, how often, when/if an additional clean is necessary) and how you will ensure sufficiency of supplies. This should include a thorough clean at the end of each day. Follow the COVID-19: cleaning of non-healthcare settings guidance.</p> <ul style="list-style-type: none"> Revise cleaning protocols for the Housekeeping Team that ensures cleaning is generally enhanced, including considering how equipment will be cleaned (e.g. desks/chairs/keyboards/copiers/kitchens). 	<ul style="list-style-type: none"> Continue having all toilets inspected mid-morning and after lunchtime in addition to the end of day clean. Allow extra time for a particularly thorough clean of Pre-Prep, where there is a much higher risk of infection, at the end of day and before reopening. Housekeeping to clean key door handles and switches mid-morning, after lunchtime and at the end of the day. Other common touch areas and surfaces to be sanitised frequently by classroom staff as required – table tops, interactive white boards, light switches, door handles etc. Keyboard/mouse to be sanitised on every computer after use, along with other touch points in ICT suites (light switches/door handles, etc). 	Y Y Y Y Y			N

	<ul style="list-style-type: none"> Identify common touch areas in the school (e.g. desks, chairs, doors, sinks, toilets, light switches, bannisters, etc). Clean frequently touched surfaces more often than normal, using standard products. Consider use of anti-bacterial wipes for staff to use themselves at key points. During the day arrange for cleaning of frequently touched objects as appropriate and according to timetable when pupils are in school. Establish routine for cleaning of resources shared between more than one group, and for more regular cleaning of outside resources. 	<ul style="list-style-type: none"> Anti-bacterial wipes/spray and paper towels/disposable cloths, essential cleaning/hygiene materials provided in all allocated classrooms and communal areas (offices, staff rooms). 	Y			
	<p>Decide on policy related to usually shared items (for example, books, toys, practical equipment).</p> <ul style="list-style-type: none"> Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere. Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts, and malleable toys like play dough). Keep all surfaces clear for ease of wiping down. Reduce the amount of toys in one box. Daily rota for cleaning toys, especially those that have the potential to be mouthed e.g. plastic home corner cups, forks, pretend fruit and vegetables etc. Resources to be cleaned regularly. 	<ul style="list-style-type: none"> Any playground equipment will only be used by one bubble per week. Library Area – procedures to ensure books are replaced on shelves after appropriate isolation and cleaning. iPads to be sanitised by the computing teacher after each use. Pre-Prep staff to create boxes of resources to be used only by that specific group of pupils. 	Y			
			Y			
			Y			

		<ul style="list-style-type: none"> If using outdoor equipment, organise cleaning between groups, otherwise consider not using. 												
3	Altering the environment and organisation to minimise contact	<p>Decide the physical and organisational structures needed to limit risks and keep bubbles, while recognising the need for the resumption of the full range of curriculum subjects and government expectations for teaching and learning. Whatever the size of the group, they should be kept apart from other bubbles where possible and older pupils should be encouraged to keep their distance within bubbles.</p> <ul style="list-style-type: none"> Maintain records of who is in what bubble/group (to support <i>NHS Track and Trace</i>). Consider how you may keep pupils in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport. Endeavour to keep these groups at least partially separate and minimising contacts between pupils will still offer public health benefits. Ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups. Avoid large gatherings such as assemblies with more than one group. Consider staggered break times and lunch times (and time for cleaning surfaces in the 	<ul style="list-style-type: none"> Pupils will be in two year group bubbles - Reception/PP1 and PP2/PP3. Registers will be updated daily. Pupils will remain in their bubble groups for the majority of the day. TA's will be deployed to provide appropriate support and remain within one bubble as much as possible. Classroom layouts to be established with pupils sitting side by side and facing forward. Pupils will use the same classroom/desk daily. Assemblies will be restricted to one bubble. Our outdoor space will be utilised whenever possible. During break times, each bubble will be allocated specific resources and space in the playground to use. Pre-Prep staff to create boxes of resources to be used by only that specific group of pupils. Pupils will remain in their allocated bubble with their allocated staff members and in their allocated classrooms wherever possible. Pupils will not be permitted to bring in games/toys from home. A modified fire drill involving separate bubble groups to be scheduled during the spring term. Corridors emptied of chairs and tables and other furniture to enable safe two way movement. Pre-Prep pupils are not expected to wear face masks at school. Face coverings should be worn by staff when moving around in corridors and communal areas. It will be mandatory for any parents (Reception – 10s) to wear a mask if entering the site to drop off and/or pick up each day. 	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N

		<p>Dining Room/Marquee between groups). Use outside space for breaks.</p> <ul style="list-style-type: none"> Plan for appropriate lessons or classroom activities to take place outdoors. Fire drill to be scheduled. 	<ul style="list-style-type: none"> Parents should also ensure that they are adhering to government guidelines on social distancing. 							
	Measures within the classroom	<ul style="list-style-type: none"> Put in place measures so that adults are where possible able to maintain 2 metre distance from each other, and from pupils when circumstances allow, especially if they are moving between groups. Avoid close face to face contact and minimise time spent within 1 metre of anyone (educational and care support should be provided as normal for pupils who have complex needs or who need close contact care). Support older pupils to keep distance between each other, where possible; not necessarily possible for younger pupils, or where space does not allow. Seat pupils side by side and facing forwards, rather than face to face or side on. Move unnecessary furniture out of classrooms to make more space. Plan for resources (e.g. pencils, pens) to not be shared. Pupils only bring in what is necessary (though books can be taken home). 	<ul style="list-style-type: none"> Teachers will teach from the front where possible and maintain a 2 metre distance between each other in the staff room and when moving around the school. Guidance on one-to-one working with pupils will be available. Classroom layouts to be established with pupils sitting side by side and facing forward. Surfaces (tables, etc) to be regularly cleared to allow cleaning. Regular cleaning of surfaces, touch and other touch points. Regular hand sanitising. Pre-Prep daily checklist to ensure cleaning schedule etc. adhered to. Staff will mark/touch books and sanitise hands regularly. Unnecessary furniture will be removed from classrooms to create more space. KS2 (Reception and Pre-Prep) have their own A3 personalised learning zip wallet and desk drawer to include exercise books, stationery, whiteboard, pencil case etc. 	Y	Y	Y	Y	Y	Y	N
4	Specialist subjects	<p>Physical Education:</p> <ul style="list-style-type: none"> Important to continue including work with external coaches, clubs and organisations for curricular and extracurricular activities. Avoid contact sports. 	<ul style="list-style-type: none"> <i>Association of Physical Education</i> guidance to be followed wherever possible, including regular hand and equipment sanitisation: Coronavirus Guidance & Support. Outdoor PE to be undertaken wherever possible. 	Y	Y	Y				N

		<ul style="list-style-type: none"> Outdoor PE where possible (or large indoor spaces). Follow guidance from <i>Association for Physical Education</i>. <p>DT and Science:</p> <ul style="list-style-type: none"> Follow <i>CLEAPSS</i> guidance. <p>Music:</p> <ul style="list-style-type: none"> Reduce risk by physical distancing and playing outside wherever possible. Limit group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. No singing, or wind and brass playing in larger groups such as school choirs and ensembles, or school assemblies. <p>Library:</p> <ul style="list-style-type: none"> Follow guidance from the <i>School Libraries Association</i> and <i>CILIP</i>; the UK's library and information association. 	<ul style="list-style-type: none"> Cleaning of equipment between use of different bubbles (netball/football goal posts, lesson equipment, etc). <p>DT and Science:</p> <ul style="list-style-type: none"> <i>CLEAPSS</i> guidance to be followed for practical elements of DT, Art and Science. <p>Music:</p> <ul style="list-style-type: none"> Pre-Prep music lessons will be taught in classrooms, not in the Music Department with KSA teaching all classes. Curriculum will be more theory based until practical music making becomes more viable. No Pre-Prep Choir or Percussion band rehearsals this term. Singing assemblies cancelled. For individual Music lessons, pupils in PP2 and PP3 will be collected and returned to their classroom by their Music teacher. <p>Library:</p> <ul style="list-style-type: none"> Pupils in PP2/PP3 will have a selection of books brought to their classroom to choose from during their reading sessions. 	Y			
5	Toilets	<ul style="list-style-type: none"> Agree rules for pupils on use of toilets, limiting access at any given time. Different groups do not need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet. 	<ul style="list-style-type: none"> Access to different toilets will be restricted to certain bubbles at certain times. Pupils will be instructed to clean their hands thoroughly after using the toilet. All Pre-Prep children will use the Pre-Prep toilets, but this will be closely monitored by staff and a one way system is in place. Additional outdoor wash basins have been provided. 	Y			N

6	School visits	Plan for non-overnight domestic educational visits, subject to a risk assessment and consider protective measures (no overnight visits).	<ul style="list-style-type: none"> All visits will be thoroughly risk assessed and all necessary protective measures put in place. 	Y		Y	
PREP SCHOOL							
1	Start and End of the School Day	<ul style="list-style-type: none"> Stagger start times for groups of pupils. Identify exit/entry points for pupils, minimising contact with other pupils and families; if possible these points should be through an outside door directly to classrooms. Tell parents that if their child needs to be accompanied to school, only one parent should attend. Tell parents and pupils their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (e.g, which entrance to use). Make clear to parents that they cannot gather at entrance gates or doors, or enter the site unless pre-arranged and authorised by SLT. Communicate with parents and pupils so they are aware of recommendations on transport to and from school (including avoiding peak times). Establish a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. 	<p>Lower Prep:</p> <ul style="list-style-type: none"> For arrival at school, the 8s pupils should arrive at the Pre-Prep pedestrian gate between 8.10-8.35am. The 9s pupils should arrive at the car exit gate next to the Pre-Prep gate between 8.10-8.35am. The 10s pupils should arrive at the car exit gate next to the Pre-Prep gate between 8.10-8.35am. Year groups will be divided by barricades and pupils will line up with their Form Teacher and be escorted into class. Parents should leave immediately. At the end of the school day, 8s pupils will leave from the Pre-Prep pedestrian gate at 4.05pm, the 9s will leave from the car exit gate next to the Pre-Prep gate at 4.10pm and the 10s will leave from the car exit gate next to the Pre-Prep gate at 4.15pm. Parents should collect their children and leave the site promptly. <p>Upper Prep:</p> <ul style="list-style-type: none"> For arrival at school, the 11s pupils should arrive at the Pedestrian gate at the Security Lodge between 8.15-8.35am. The 12 pupils should arrive at the Pedestrian gate at the Security Lodge between 8.15am-8.35am. Year groups will be divided by barricades. At the end of the school day, 11s pupils will leave from the Pedestrian gate at the Security Lodge at 4.15pm and the 12s pupils will leave from the same gate at 4.10pm. Parents should collect their children and leave the site promptly. Staggered drop-off and collection times to enhance social distancing at school gates. Parents will have limited access to the premises and no access to the building. 	Y			N
				Y			
				Y			
				Y			
				Y			
				Y			

			<ul style="list-style-type: none"> ● Parent letter to provide clarity on drop off/collection information which must be strictly adhered to. ● Teachers to remind children of procedures daily. ● Parents asked not to wait or congregate at any school gate. ● Parents to be reminded (where necessary) that only one parent should drop off/pick up. ● Staff present at gates for drop off and pick up. ● Transport guidance shared with parents. 	Y				
2	Cleaning	<p>Decide what an enhanced cleaning schedule looks like and how it will be implemented in your school (for example, how often, when/if an additional clean is necessary) and how you will ensure sufficiency of supplies. This should include a thorough clean at the end of each day. Follow the COVID-19: cleaning of non-healthcare settings guidance.</p> <ul style="list-style-type: none"> ● Revise cleaning protocols for the Housekeeping Team that ensures cleaning is generally enhanced, including considering how equipment will be cleaned (e.g. desks/chairs/keyboards/copiers/kitchens). ● Identify common touch areas in the school (e.g. desks, chairs, doors, sinks, toilets, light switches, banisters etc.). ● Clean frequently touched surfaces more often than normal, using standard products. ● Consider use of anti-bacterial wipes for staff to use themselves at key points. ● During the day arrange for cleaning of frequently touched objects as appropriate and according to the timetable when pupils are in school. 	<ul style="list-style-type: none"> ● Continue having all toilets inspected mid-morning and after lunchtime in addition to the end of day clean. ● Allow extra time for a particularly thorough clean of Prep, where there is a much higher risk of infection, at the end of day and before reopening. ● Housekeeping to clean key door handles/buttons and banisters mid-morning, after lunchtime and at the end of the day. ● Other common touch areas and surfaces to be sanitised frequently by classroom staff as required – table tops, interactive white boards, light switches, door handles, etc. ● Keyboard/mouse to be sanitised on every computer after use, along with other touch points in ICT suites (light switches/door handles, etc). ● Anti-bacterial wipes/spray and paper towels/disposable cloths, essential cleaning/hygiene materials provided in all allocated classrooms and communal areas (offices, staff rooms). ● Special attention to be paid to pan-bubble spaces e.g. Art, Music, Drama, Design, IT suites. These rooms will have all touch points sanitised between bubbles by cleaning staff. Pupils to be held outside of the room in a dedicated area until completed. 	Y	Y	Y	Y	N

		<ul style="list-style-type: none"> Establish routine for cleaning of resources shared between more than one group, and for more regular cleaning of outside resources. 					
		<p>Decide on policy related to usually shared items (for example, books, toys, practical equipment).</p> <ul style="list-style-type: none"> Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere. Keep all surfaces clear for ease of wiping down. If using outdoor equipment, organise cleaning between groups, otherwise consider not using. 	<ul style="list-style-type: none"> Any playground equipment will only be used by one bubble per week. Junior Library – subject to reduced opening hours and procedures to ensure books are replaced on shelves after appropriate isolation and cleaning. ICT to be cleaned. 	Y			N
3	Altering the environment and organisation to minimise contact	<p>Decide the physical and organisational structures needed to limit risks and keep bubbles while recognising the need for the resumption of the full range of curriculum subjects and government expectations for teaching and learning. Whatever the size of the bubble, they should be kept apart from other bubbles where possible and older pupils should be encouraged to keep their distance within bubbles.</p> <ul style="list-style-type: none"> Maintain records of who is in what bubble/group (to support <i>NHS Track and Trace</i>). Consider how you may keep pupils in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport. Endeavour to keep these groups at least partially separate and minimising 	<ul style="list-style-type: none"> Pupils will be in year group bubbles. Registers will be updated daily. Pupils will remain in their bubble groups for the majority of the day. Classroom layouts to be established with pupils sitting side by side and facing forward. Pupils will use the same classroom/desk daily. Assemblies will be restricted to one bubble. Our outdoor space will be utilised whenever possible. During break times, each bubble will be allocated specific resources and space in the playground to use. Pupils will remain in their allocated bubble with their allocated staff members and in their allocated classrooms wherever possible. Staggered drop-off and collection times will reduce bottleneck areas and maximise social distancing between parents – 10 minute drop off and pick up time slots. 	Y			N
				Y			
				Y			
				Y			
				Y			
				Y			
				Y			
				Y			

		<p>contacts between pupils will still offer public health benefits.</p> <ul style="list-style-type: none"> • Ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups). • Avoid large gatherings such as assemblies or collective worship with more than one group. • Consider staggered break times and lunch times (and time for cleaning surfaces in the Dining Room/Marquee between groups). Use outside space for breaks. • Plan for appropriate lessons or classroom activities to take place outdoors. • Fire drill to be scheduled. 	<ul style="list-style-type: none"> • Parents will not be allowed on the school premises except for one parent with their child/ren at drop-off. Visits to the site are restricted unless pre-arranged and authorised by SLT. • Pupils will not be permitted to bring in games/toys from home. • A modified fire drill involving separate bubble groups to be scheduled during the spring term • Corridors emptied of unnecessary chairs/furniture to enable safe movement. • It may be necessary, on occasion, for a bubble group to use another group’s classroom/space/section as a holding area. If this is the case, then special attention will be made in terms of cleaning and sanitising before another bubble uses that particular area. • Lower Prep pupils (8s to 10s) are not expected to wear face masks at school. • Face coverings should be worn by staff when moving around in corridors and communal areas and in classrooms where social distancing is not possible. • It will be mandatory for any parents (Reception – 10s) to wear a mask if entering the site to drop off and/or pick up each day. • Parents should also ensure that they are adhering to government guidelines on social distancing, both on the school site and whilst outside our gates. • Pupils from our 11s upwards should wear a mask on their arrival at their point of entry to the school and keep it on at all times, with the following exceptions: <ul style="list-style-type: none"> • within the Dining Room/Marquee when eating lunch - masks are to be worn until pupils or a member of staff sits down to eat. Masks to be put on again when standing up. 	Y			
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			<ul style="list-style-type: none"> • once they have arrived within their designated bubble play areas at break and lunchtimes • during Sport / PE lessons and • during Drama lessons (as directed by the teacher) ● Pupils should wear masks when making their way to their designated exit gate at the end of the day. ● Pupils from our 11s and upwards will need to bring in a daily suitable, clean mask (undamaged and covering the nose and mouth), with a bag to store it at different times of the day. A second mask should also be carried as a spare. ● It will also be mandatory for any parents (Reception – 10s) to wear a mask if entering the site to drop off and/or pick up each day. ● Parents should also ensure that they are adhering to government guidelines on social distancing, both on the school site and whilst outside our gates. 	Y			
	Measures within the classroom	<ul style="list-style-type: none"> ● Put in place measures so that adults are where possible able to maintain 2 metre distance from each other, and from pupils when circumstances allow, especially if they are moving between groups. ● Avoid close face-to-face contact and minimise time spent within 1 metre of anyone (educational and care support should be provided as normal for pupils who have complex needs or who need close contact care). ● Support older pupils to keep distance between each other, where possible; not necessarily possible for younger pupils, or where space does not allow. ● Seat pupils side by side and facing forwards, rather than face to face or side on. 	<ul style="list-style-type: none"> ● Teachers will teach from the front where possible and maintain 2 metre distance between each other in the staff room and when moving around the school. ● Guidance on one-to-one working with pupils will be available. ● Classroom layouts to be established with pupils sitting side by side and facing forward. ● Surfaces (tables etc.) to regularly clear to allow cleaning. ● Regular cleaning of surfaces, touch and other touch points. ● Regular hand sanitising. ● Staff will mark/touch books and sanitise hands regularly. ● Unnecessary furniture will be removed from classrooms to create more space. ● Pupils can bring in minimal resources from home (pencil cases in KS2, etc) but nothing is to be shared. 	Y			N
				Y			

		<ul style="list-style-type: none"> ● Move unnecessary furniture out of classrooms to make more space. ● Plan for resources (e.g. pencils, pens) to not be shared. ● Pupils only bring in what is necessary (though books can be taken home). 		Y						
4	Specialist subjects	<p>Physical Education:</p> <ul style="list-style-type: none"> ● Important to continue including work with external coaches, clubs and organisations for curricular and extracurricular activities where school is satisfied that this is safe to do so. ● Avoid contact sports. ● Outdoor PE where possible (or large indoor spaces). ● Follow guidance from <i>Association for Physical Education</i>. <p>DT and Science:</p> <ul style="list-style-type: none"> ● Follow <i>CLEAPSS</i> guidance. <p>Music:</p> <ul style="list-style-type: none"> ● Limit group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. ● Reduce risk by physical distancing and playing outside wherever possible. ● No singing, or wind and brass playing in larger groups such as school choirs and ensembles, or school assemblies. <p>Art:</p> <ul style="list-style-type: none"> ● Windows open for additional ventilation during the school day. ● Avoid sharing of resources. 	<ul style="list-style-type: none"> ● <i>Association of Physical Education</i> guidance to be followed wherever possible, including regular hand and equipment sanitisation: Coronavirus Guidance & Support. ● Outdoor PE to be undertaken wherever possible. ● Pupils wear PE kits on days when they have PE to minimise use of changing rooms. If changing rooms are used due to bad weather, they will be cleaned between different bubble use. ● Cleaning of equipment between use of different bubbles (netball/football goal posts, lesson equipment, etc). <p>DT and Science:</p> <ul style="list-style-type: none"> ● <i>CLEAPSS</i> guidance to be followed for practical elements of DT, Art and Science. <p>Music:</p> <ul style="list-style-type: none"> ● Lower Prep Music lessons will be taught in classrooms, not in the Music Department. Curriculum will be more theory based until practical music making becomes more viable. ● Upper Prep lessons taught in Music classrooms, avoiding instrument sharing. ● Lunchtime activity schedule to be redesigned in groups of up to 15 pupils within bubbles. Activities will begin at the start of the Summer Term. ● Pupils only permitted to come to the Music block at lunchtime for a scheduled activity or lesson. 	Y	Y	Y	Y	Y	Y	N

		<ul style="list-style-type: none"> Reduce risk by physical distancing. <p>Junior Library:</p> <ul style="list-style-type: none"> Follow guidance from the <i>School Libraries Association</i> and <i>CILIP</i>; the UK's library and information association. 	<ul style="list-style-type: none"> Singing assemblies cancelled. Individual music lessons will begin at the start of the Summer Term. Pupils in 8s will make their own way to individual Music lessons once they are confident with the new system. Pupils in the 9s and above are expected to make their own way to the Music Department for Music lessons. Pupils in the 11s and above must wear their mask to their Music lesson. <p>Art:</p> <ul style="list-style-type: none"> Windows open for additional ventilation during the school day. Forward facing lessons with pupils in Art rooms. Pupil movement restricted around the room. Dedicated year group Art equipment boxes to be set up. All equipment to be cleaned between lessons. All bags and coats left outside of Art rooms. <p>Library:</p> <ul style="list-style-type: none"> Pupils in the 8s - 12s are allowed to visit the Junior Library only at certain bubble times. Different entrances and exits are in use. Pupils must sanitise their hands before entering the Library. All books are quarantined after use. Library catalogue has been shared with parents in the 8s upwards to allow for book ordering, which will be processed and delivered to classrooms. 	Y			
5	Toilets	<ul style="list-style-type: none"> Agree rules for pupils on use of toilets, limiting access at any given time. Different groups do not need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be 	<ul style="list-style-type: none"> Access to different toilets will be restricted to certain bubbles at certain times. Pupils will be instructed to clean their hands thoroughly after using the toilet. 	Y			N

		encouraged to clean their hands thoroughly after using the toilet.	<ul style="list-style-type: none"> Toilets will be cleaned between each bubble accessing them. 				
6	School visits	Plan for non-overnight domestic educational visits, subject to a risk assessment and consider protective measures (no overnight visits).	<ul style="list-style-type: none"> All visits will be thoroughly risk assessed and all necessary protective measures put in place 	Y		Y	
SENIOR SCHOOL							
1	Start and End of the School Day	<ul style="list-style-type: none"> Initial stagger start times for groups of pupils. Identify exit/entry points for pupils, minimising contact with other pupils and families; if possible these points should be through an outside door directly to classrooms. Tell parents that if their child needs to be accompanied to school, only one parent should attend. Tell parents and pupils their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use). Make clear to parents that they cannot gather at entrance gates or doors, or enter the site and visits to the site are restricted unless pre-arranged and authorised by SLT. Communicate with parents and pupils so they are aware of recommendations on transport to and from school (including avoiding peak times). Establish a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. 	<ul style="list-style-type: none"> On 8th March, 13s, 14s and 15s arrive in different 15 minute slots. This prevents initial contamination between bubbles until pupils have familiarised (or re-familiarised) themselves with Covid procedures and received instruction. From 9th March, all pupils in 13s, 14s and 15s must arrive at school via the Verdun Road gate between 8.00-8.30am. They will also leave from the same gate at the end of the day at 4.00pm. Lonsdale Road gate will only be for individual departures within school hours. Visits to the site are restricted unless pre-arranged and authorised by SLT. Parents have been informed to provide clarity on drop off/collection information which will be strictly adhered to. Teachers to remind pupils of procedures daily. Parents asked not to wait or congregate at any school gate. Parents to be reminded (where necessary) that only one parent should drop off/pick up. Staff present at gates for drop off and pick up. Transport guidance shared with parents. 	Y			N

2	Cleaning	<p>Decide what an enhanced cleaning schedule looks like and how it will be implemented in your school (for example, how often, when/if an additional clean is necessary) and how you will ensure sufficiency of supplies. This should include a thorough clean at the end of each day. Follow the COVID-19: cleaning of non-healthcare settings guidance.</p> <ul style="list-style-type: none"> ● Revise cleaning protocols for the Housekeeping Team that ensures cleaning is generally enhanced, including considering how equipment will be cleaned (e.g. desks/chairs/keyboards/photocopiers/kitchens). ● Identify common touch areas in the school (e.g. desks, chairs, doors, sinks, toilets, light switches, banisters, etc). ● Clean frequently touched surfaces more often than normal, using standard products. ● Consider use of anti-bacterial wipes for staff to use themselves at key points. ● During the day arrange for cleaning of frequently touched objects as appropriate and according to timetable when pupils are in school. ● Establish routine for cleaning of resources shared between more than one group, and for more regular cleaning of outside resources. 	<ul style="list-style-type: none"> ● Continue to have all toilets inspected and cleaned mid-morning, after lunchtime and in between bubble use, in addition to the end of day clean. ● Housekeeping to clean key door handles/switches and banisters mid-morning, after lunchtime and at the end of the day. ● Other common touch areas and surfaces to be sanitised frequently by classroom staff as required – table tops, interactive whiteboards, light switches, door handles etc. ● Keyboard/mouse to be sanitised on every form room computer after use. ● Special attention to be paid to pan-bubble spaces e.g. Art, Music, Drama, Design, IT suites. These rooms will have all touch points sanitised between bubbles by cleaning staff. Pupils to be held outside of the room in a dedicated area until completed. ● Where feasible, cleaning to be augmented by the use of anti-bacterial wipes/spray and paper towels/disposable cloths. These are to be provided in all allocated classrooms and communal areas (offices, staff rooms). 	Y			N
		<p>Decide on policy related to usually shared items (for example, books, practical equipment).</p>	<ul style="list-style-type: none"> ● Senior Library – The Librarian will arrange the supply/recovery of books on individual request. Books are replaced on shelves after appropriate isolation and cleaning. 	Y			N

		<ul style="list-style-type: none"> Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere. Keep all surfaces clear for ease of wiping down. If using outdoor equipment, organise cleaning between groups, otherwise consider not using. 	<ul style="list-style-type: none"> Pupils to be encouraged to bring in their own IT to be used in lessons. Consideration to be given to the appropriate use of smart-phones where this can replace the use of school IT. 	Y			
3	Altering the environment and organisation to minimise contact	<p>Decide the physical and organisational structures needed to limit risks and maintain bubble groupings bubbles while recognising the need for the resumption of the full range of curriculum subjects and government expectations for teaching and learning. Whatever the size of the group, they should be kept apart from other bubbles where possible and older children should be encouraged to keep their distance within bubbles.</p> <ul style="list-style-type: none"> Maintain records of who is in what bubble/group (to support <i>NHS Track and Trace</i>). Consider how you may keep pupils in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport. Endeavour to keep these groups at least partially separate and minimising contacts between pupils will still offer public health benefits. Ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside 	<ul style="list-style-type: none"> Pupils will be in year group bubbles. Registers will be updated daily. Pupils will remain in their bubble groups for the majority of the day, they may mix with other class groups (although remain within their bubble) for specialist teaching and at break and lunchtimes. Form Tutors will be deployed to provide appropriate support and remain within one bubble as much as possible. Classroom layouts to be established with pupils sitting side by side and facing forward. Pupils will use the same classroom/desk daily. Physical assemblies will be restricted to one bubble. The grounds will be utilised whenever possible. During break times, each bubble will be allocated specific resources and space across the grounds to use. Pupils will remain in their allocated bubble with their allocated staff members and in their allocated classrooms wherever possible. Staggered drop-off and collection times will reduce bottleneck areas and maximise social distancing between parents and pupils to be told specifically which gates to use. Visits to the site are restricted unless pre-arranged and authorised by SLT. A modified fire drill involving bubble groupings to be scheduled during the spring term 	Y Y Y Y Y Y Y Y Y Y Y Y Y			N

		<p>the school to work with pupils in different classes or year groups.</p> <ul style="list-style-type: none"> ● Avoid large gatherings such as assemblies or collective worship with more than one group. ● Consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups). Use outside space for breaks. ● Plan for appropriate lessons or classroom activities to take place outdoors. ● Fire drill to be organised. ● Arrange movement between lessons to minimise crowding and maintain staff distance from pupils 	<ul style="list-style-type: none"> ● Corridors emptied of unnecessary chairs/furniture to enable safe movement. ● Lockers only to be allocated to the space where the bubble resides. If not then emptied. ● It may be necessary, on occasion, for a bubble group to use another group's classroom/space/section as a holding area. If this is the case, then special attention will be made in terms of cleaning and sanitising before another bubble uses that particular area. ● From 8th March all pupils in the 11s upwards, including staff, should wear masks around school throughout the school day. They will be exempt from this requirement once in their allocated outside bubble zone during break times, whilst eating lunch and during Sport/PE and Drama lessons. ● At all times, including on arrival at their point of entry to the school/making their way to their designated exit gate at the end of the day, during lessons and form periods, while moving between lessons and outside bubble areas and moving to break time and lunch time bubble zones, masks should now be worn. ● We are aware that there may be some pupils who are exempt from wearing face masks and have noted this accordingly. ● Specific arrangements applied to prevent crowding between lessons where it seems likely. When all pupils would be moving between rooms within a small bubble area (ie 13s moving between core subjects Period 3/4), arrangements have been made for them all instead to head out of the Main Building in one direction, before 	Y			
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			<p>being brought back into their next lessons, class-by-class, by their teachers.</p> <ul style="list-style-type: none"> • Pupils instructed to enter classrooms ahead of their teacher, rather than queuing in corridors as would previously have been the case. Teachers advised that they need not enter a classroom until the communal area has cleared. 					
	Measures within the classroom	<ul style="list-style-type: none"> • Put in place measures so that adults are, where possible, able to maintain 2 metre distance from each other, and from pupils when circumstances allow, especially if they are moving between groups. • Avoid close face-to-face contact and minimise time spent within 1 metre of anyone (educational and care support should be provided as normal for pupils who have complex needs or who need close contact care) • Support older pupils to keep distance between each other, where possible; not necessarily possible for younger pupils, or where space does not allow. • Seat pupils side by side and facing forwards, rather than face to face or side on. • Move unnecessary furniture out of classrooms to make more space. • Plan for resources (e.g. pencils, pens) to not be shared. • Pupils only bring in what is necessary (though books can be taken home). 	<ul style="list-style-type: none"> • Teachers will teach from the front where possible and maintain 2 metre distance between each other in the staff room and when moving around the school. • Guidance on one-to-one working with pupils will be available. • Classroom layouts to be established with pupils sitting side by side and facing forward. • Surfaces (tables, etc) to regularly clear to allow cleaning. • Regular cleaning of surfaces and other touch points. • Regular hand sanitising. • Staff will mark/touch books and sanitise hands regularly. • Unnecessary furniture will be removed from classrooms to create more space. • Pupils bring into school their own personalised learning zip wallet, to include exercise books, stationery, whiteboard, pencil case, etc. 	Y				N

4	Specialist subjects	<p>Physical Education:</p> <ul style="list-style-type: none"> ● Important to continue including work with external coaches, clubs and organisations for curricular and extracurricular activities where school is satisfied that this is safe to do so. ● Avoid contact sports. ● Outdoor PE where possible (or large indoor spaces). ● Follow guidance from <i>Association for Physical Education</i>. <p>DT and Science:</p> <ul style="list-style-type: none"> ● Follow <i>CLEAPSS</i> guidance. <p>Music:</p> <ul style="list-style-type: none"> ● Reduce risk by physical distancing and playing outside wherever possible. ● Limit group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. ● No singing, or wind and brass playing in larger groups such as school choirs and ensembles, or school assemblies. <p>Art:</p> <ul style="list-style-type: none"> ● Windows open for additional ventilation during the school day. ● Avoid sharing of resources. ● Reduce risk by physical distancing. <p>Libraries:</p> <ul style="list-style-type: none"> ● Follow guidance from the <i>Libraries Association</i> and <i>CILIP</i>; the UK's library and information association. 	<ul style="list-style-type: none"> ● <i>Association of Physical Education</i> guidance to be followed wherever possible, including regular hand and equipment sanitisation: Coronavirus Guidance & Support. ● Outdoor PE to be undertaken wherever possible. ● Cleaning of equipment between uses of different bubbles (netball/football goal posts, lesson equipment). <p>DT and Science:</p> <ul style="list-style-type: none"> ● <i>CLEAPSS</i> guidance to be followed for practical elements of DT, Art and Science. ● DT/Photography – Design Technician will clean and sanitise all desks and keyboards between bubble changes. Pupils will bring their own stationery supplies when needed. Only two pupils on the staircase at any time. Pupils will need to use hand sanitiser before entering the Department. <p>Music:</p> <ul style="list-style-type: none"> ● Senior Music lessons taught in Music classrooms, avoiding instrument sharing. Group sizes will all be less than 15 pupils in a class. ● All IT equipment, when accessed by pupils in a lesson will need to be cleaned in between classes. ● Activities/clubs will begin at the start of the summer term and will be scheduled solely within year group bubbles and their classrooms. ● Pupils only permitted to come to the Music Block at lunchtime for a scheduled activity or lesson. ● Pan bubble bands and choirs cancelled. <p>Art:</p>	Y	Y	Y	N
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			<ul style="list-style-type: none"> • Windows open for additional ventilation during the school day. • Forward facing lessons with pupils in Art rooms. • Pupil movement restricted around the room. • Dedicated year group Art equipment boxes to be set up. • All equipment to be cleaned between lessons. • All bags and coats left outside of Art rooms. <p>Library:</p> <ul style="list-style-type: none"> • To minimise the contact time in these pan bubble spaces. • Encourage social distancing when in the libraries. • Limit group sizes to no more than 7. • Books held in quarantine after use. 	Y			
5	Toilets	<ul style="list-style-type: none"> • Different groups do not need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet. • Agree rules for pupils on use of toilets, limiting access at any given time. 	<ul style="list-style-type: none"> • Access to different toilets will be restricted to certain bubbles at certain times. • Numbers accessing toilets will be monitored and controlled by staff. • Children will be instructed to clean their hands thoroughly after using the toilet. 	Y			N
6	School visits	<ul style="list-style-type: none"> • Plan for non-overnight domestic educational visits, subject to a risk assessment and consider protective measures (no overnight visits). 	<ul style="list-style-type: none"> • All visits will be thoroughly risk assessed and all necessary protective measures put in place. 	Y		Y	
SIXTH FORM							
1	Start and End of the School Day	<ul style="list-style-type: none"> • Sixth Form students will only be required to be onsite for lessons. 	<ul style="list-style-type: none"> • All Sixth Form students can arrive at school between 8.00-9.00am with the exception of any student who has a 9.00am lesson any day or Sixth Form Assembly on Friday 	Y			N

		<ul style="list-style-type: none"> Tell parents and students their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use). Make clear to parents that they cannot gather at entrance gates or doors, or enter the site (visits to the site are restricted unless pre-arranged and authorised by SLT). Communicate with parents and students so they are aware of recommendations on transport to and from school (including avoiding peak times). Establish a process for removing face coverings when students and staff who use them arrive at school and communicate it clearly to them. 	<p>mornings. In these cases they should be in school for registration by 8.35am.</p> <ul style="list-style-type: none"> Students finish at either 4.00pm or 5.00pm depending on their academic timetable and will leave via the Lonsdale Road entrance/exit. Parents will have no access to the premises and no access to the Sixth Form Suite unless pre-arranged and authorised by SLT. Parent have been informed to provide clarity on drop off/collection information, which will be strictly adhered to. Teachers to remind students of procedures daily Parents asked not to wait or congregate at any school gate. Parents to be reminded (where necessary) that only one parent should drop off/pick up. Transport guidance shared with parents. 	Y			
2	Cleaning	<p>Decide what an enhanced cleaning schedule looks like and how it will be implemented in the Sixth Form Suite (for example, how often, when/if an additional clean is necessary) and how you will ensure sufficiency of supplies. This should include a thorough clean at the end of each day. Follow the COVID-19: cleaning of non-healthcare settings guidance.</p> <ul style="list-style-type: none"> Revise cleaning protocols for the Housekeeping Team that ensures cleaning is generally enhanced, including considering how equipment will be cleaned (eg desks/chairs/keyboards/copiers/kitchens). Identify common touch areas in the school (eg desks, chairs, doors, sinks, toilets, light switches, banisters, etc). 	<ul style="list-style-type: none"> Continue having all toilets cleaned mid-morning and after lunchtime in addition to the end of day clean. Housekeeping to clean key door handles/switches and banisters mid-morning, after lunchtime and at the end of the day. Other common touch areas and surfaces to be sanitised frequently by classroom staff as required – table tops, interactive white boards, light switches, door handles etc. Keyboard/mouse to be sanitised on every form room computer after use. Special attention to be paid to pan-bubble spaces e.g. Art, Music, Drama, Design, IT suites. These rooms will have all touch points sanitised between bubbles by cleaning staff. Students to be held outside of the room in a dedicated area until completed. Where feasible, cleaning to be augmented by the use of anti-bacterial wipes/spray and paper towels/disposable 	Y			N

		<ul style="list-style-type: none"> ● Clean frequently touched surfaces more often than normal, using standard products. ● Consider use of anti-bacterial wipes for staff to use themselves at key points. ● During the day arrange for cleaning of frequently touched objects as appropriate and according to timetable when students are in school. ● Establish routine for cleaning of resources shared between more than one group, and for more regular cleaning of outside resources. 	cloths. These to be provided in all allocated classrooms and communal areas (offices, staff rooms).				
		<p>Decide on policy related to usually shared items (for example, books, practical equipment).</p> <ul style="list-style-type: none"> ● Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere. ● Keep all surfaces clear for ease of wiping down. ● If using outdoor equipment, organise cleaning between groups, otherwise consider not using. 	<ul style="list-style-type: none"> ● Senior Library – subject to reduced opening hours and procedures to ensure books are replaced on shelves after appropriate isolation and cleaning. ● All IT equipment, when accessed by students in a lesson will need to be thoroughly cleaned in between classes. 	Y			N
3	Altering the environment and organisation to minimise contact	Decide the physical and organisational structures needed to limit risks and keep groupings bubbles, while recognising the need for the resumption of the full range of curriculum subjects and government expectations for teaching and learning. Whatever the size of the bubble, they should be kept apart from other bubbles where possible and older students should be encouraged to keep their distance within bubbles.	<ul style="list-style-type: none"> ● Students will be in a Sixth Form bubble. ● Registers will be updated daily. ● Students will remain in their bubble group for the majority of the day, they may mix with other class groups (although remain within their Sixth Form bubble) for specialist teaching and at play/lunch breaks. ● Classroom layouts to be established with students sitting side by side and facing forward. ● Students will use the same classroom/desk daily. ● Assemblies will be restricted to the Sixth Form bubble and Sixth Form tutors. 	Y			

	<ul style="list-style-type: none"> ● Maintain records of who is in what bubble/group (to support <i>NHS Track and Trace</i>). ● Consider how you may keep students in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport. Endeavour to keep these groups at least partially separate and minimising contacts between students will still offer public health benefits. ● Ensure that appropriate support is made available for students with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with students in different classes or year groups. ● Avoid large gatherings such as assemblies with more than one group. ● Consider staggered break times and lunch times (and time for cleaning surfaces in the Dining Room between groups). Use outside space for breaks. ● Plan for appropriate lessons or classroom activities to take place outdoors. ● Fire drill to be organised. 	<ul style="list-style-type: none"> ● Our outdoor space will be utilised whenever possible. ● During break times, each bubble will be allocated specific resources and space in the playground to use. ● Students will remain in their allocated bubble with their allocated staff members and in their allocated classrooms wherever possible. ● Staggered drop-off and collection times will reduce bottleneck areas and maximise social distancing between parents – parents and students to be told specifically which gates to use. ● Visits to the site are restricted unless pre-arranged and authorised by SLT. ● Corridors emptied of unnecessary chairs/furniture to enable safe movement. ● A modified fire drill will be involving bubble groups will scheduled for the spring term ● A one way system will operate in order to access the second floor. Position of chairs and tables and other furniture adjusted to enable safe movement. ● It may be necessary, on occasion, for a bubble group to use another group's classroom/space/section as a holding area. If this is the case, then special attention will be made in terms of cleaning and sanitising before another bubble uses that particular area. ● All Sixth Form students should wear masks around school throughout the school day. They will be exempt from this requirement once in their allocated outside bubble zone during break times, whilst eating lunch and during Sport/PE and Drama lessons. At all other times, including on arrival at their point of entry to the school/making their way to their designated exit gate at the end of the day, during lessons, while moving between lessons and bubble areas and moving to break time and lunch time outside bubble zones, masks must now be worn. 	Y	Y	Y	Y	Y	Y	Y	Y			
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			<ul style="list-style-type: none"> We are aware that there may be some pupils who are exempt from wearing face masks and have noted this accordingly. 				
	Measures within the classroom	<ul style="list-style-type: none"> Put in place measures so that adults are where possible able to maintain 2 metre distance from each other, and from students when circumstances allow, especially if they are moving between groups. Avoid close face-to-face contact and minimise time spent within 1 metre of anyone (educational and care support should be provided as normal for students who have complex needs or who need close contact care) Support Sixth Form students to keep distance between each other, where possible, not necessarily where space does not allow. Seat students side by side and facing forwards, rather than face to face or side on Move unnecessary furniture out of classrooms to make more space. Plan for resources (e.g. pencils, pens) to not be shared. Students only bring in what is necessary (though books can be taken home). 	<ul style="list-style-type: none"> Teachers will teach from the front where possible and maintain 2 metre distance between each other in the staff room and when moving around the school. Guidance on one-to-one working with students will be available. Classroom layouts to be established with students sitting side by side and facing forward. Surfaces (tables, etc) to be cleared regularly to allow cleaning. Regular cleaning of surfaces and other touch points. Regular hand sanitising. Staff will mark/touch books and sanitise hands regularly. Unnecessary furniture will be removed from classrooms to create more space. 	Y			N
4	Specialist subjects	<p>Physical Education:</p> <ul style="list-style-type: none"> Important to continue including work with external coaches, clubs and organisations for curricular and extracurricular activities where school is satisfied that this is safe to do so. Avoid contact sports. Outdoor PE where possible (or large indoor spaces). 	<ul style="list-style-type: none"> <i>Association of Physical Education</i> guidance to be followed wherever possible, including regular hand and equipment sanitisation: Coronavirus Guidance & Support. Outdoor PE to be undertaken wherever possible. Cleaning of equipment between use of different bubbles (netball/football goal posts, lesson equipment, etc). 	Y			N

		<ul style="list-style-type: none"> Follow guidance from <i>Association for Physical Education</i>. <p>3D Design and Science:</p> <ul style="list-style-type: none"> Follow <i>CLEAPSS</i> guidance. <p>Music:</p> <ul style="list-style-type: none"> Reduce risk by physical distancing and playing outside wherever possible. Limit group sizes to no more than 15, positioning students back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. No singing, or wind and brass playing in larger groups such as school choirs and ensembles, or school assemblies. <p>Art:</p> <ul style="list-style-type: none"> Windows open for additional ventilation during the school day. Avoid sharing of resources. Reduce risk by physical distancing. <p>Libraries:</p> <ul style="list-style-type: none"> Follow guidance from the <i>School Libraries Association</i> and <i>CILIP</i>; the UK's library and information association. 	<p>3D Design and Science:</p> <ul style="list-style-type: none"> <i>CLEAPSS</i> guidance to be followed for practical elements of DT, Art and Science. DT/Photography – Design Technician will clean and sanitise all desks and keyboards between bubble changes. Students will bring their own stationery supplies when needed. Only two students on the staircase at any time. Students will need to use hand sanitiser before entering the Department. <p>Music:</p> <ul style="list-style-type: none"> Sixth Form Music/Music Tech lessons taught in Music classrooms, avoiding instrument sharing. Group sizes will all be fewer than 15 students in a class. All IT equipment, when accessed by students in a lesson will need to be cleaned in between classes. Activities/clubs to be limited to lunchtimes only and scheduled solely within year group bubbles and their classrooms. Students only permitted to come to the Music Block at lunchtime for a scheduled activity or lesson. Pan bubble bands and choirs cancelled. <p>Art:</p> <ul style="list-style-type: none"> Windows open for additional ventilation during the school day. Forward facing lessons with pupils in Art rooms. Student movement restricted around the room. Dedicated year group Art equipment boxes to be set up. All equipment to be cleaned between lessons. All bags and coats left outside of Art rooms. <p>Libraries:</p> <ul style="list-style-type: none"> To minimise the contact time in these pan bubble spaces. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>			
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			<ul style="list-style-type: none"> Encourage social distancing when in the libraries. Limit group sizes to no more than 7. Books held in quarantine after use. 	Y Y Y			
5	Toilets	<ul style="list-style-type: none"> Rules for use of toilets limiting access to 3 students at any given time. Sixth Form to use toilets in the Sixth Form Suite on the second floor. Toilets will need to be cleaned regularly and students must be encouraged to clean their hands thoroughly after using the toilet. 	<ul style="list-style-type: none"> Access to different toilets will be restricted to certain bubbles at certain times. Students will be instructed to clean their hands thoroughly after using the toilet. 	Y Y			N
6	School visits	<ul style="list-style-type: none"> Plan for non-overnight domestic educational visits, subject to a risk assessment and consider protective measures (no overnight visits). 	<ul style="list-style-type: none"> All visits will be thoroughly risk assessed and all necessary protective measures put in place. 	Y		Y	