



Hunsbury Pack Primary School School Effectiveness COVID-19: *System of controls - protective measures*

Date: 20.04.2021

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Purpose of this document:

This COVID19: Systems of control – protective measures set out the decisions taken, and measures put in place to establish a safe environment for those pupils accessing school site. Existing policies and guidance continue to apply alongside the actions within this document.

	Action	Points to consider	School use
1	Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school	<ul style="list-style-type: none"> • Is the existing isolation room going to be appropriate or does a new room / additional rooms need to be identified? • Are there sufficient staff identified and trained to look after pupils waiting for collection? • Is there suitable and sufficient PPE available and appropriate disposal arrangements in place? • Are the cleaning arrangements for the room(s) adequate? 	First Aid Room sufficient 2 x office staff (JH/TN) Yes Yes, AMEY
2	Clean hands thoroughly more often than usual	<ul style="list-style-type: none"> • Are there sufficient stocks of soap, paper towels and/or hand sanitiser available in all required locations? • Is there sufficient bulk storage capacity for these items? • Are the storage facilities for wastepaper towels sufficient and secure (arson prevention and hygiene) prior to removal from site? • Are there sufficient wash basins available? 	<ul style="list-style-type: none"> • Yes, AMEY • Yes, AMEY • Yes, AMEY Each year group has one sink plus the basins in the toilets designated to that year group. This is limited provision for the number of children who need to wash their hands regularly,



		<ul style="list-style-type: none"> • Is additional provision required for children who need assistance with hand washing / sanitising? • Have considerations been made to year group bubbles and separate hygiene facilities to avoid use by multiple year groups? • Are there adequate facilities for members of staff to wash their hands particularly where they work with children with complex needs? 	<p>therefore additional hand gel has been purchased for each class and hand gel dispensers will be situated outside the lunch halls.</p> <p>No - Teachers and TAs can support their class to do this in the younger year groups. Older children can do this independently. Adults can support any children with special needs who need extra help.</p> <p>All year group will have their own sink outside the classroom. Year R and 1 / 2 have sinks in each classroom. Each year group has been assigned a separate set of toilets. Year 5 and 6 will use the same toilets but certain cubicles and basins will be allocated to each year group with clear signage. There are separate hand gel dispensers in each classroom.</p> <p>Yes there is a sink in each year group / classroom area.</p>
3	Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach	<ul style="list-style-type: none"> • Are there sufficient stocks of tissues and disposal bins available for all classrooms? • Is there sufficient bulk storage capacity for tissues? • Are the storage facilities for waste tissues sufficient and secure (arson prevention and hygiene) prior to removal from site? 	<p>Completed and ongoing</p> <p>Yes – locked storage room</p> <p>AMEY empty bins every day</p>



		<ul style="list-style-type: none"> Is additional provision required for children who need assistance with respiratory hygiene? 	Children will be taught to 'catch it, bin it, kill it'. Adults will monitor this and support children as appropriate – checking that efficient hand washing takes place to 'kill it'.
4	Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach	<ul style="list-style-type: none"> Are sufficient stocks of suitable cleaning products available and securely stored? Have the COSHH requirements of the cleaning products been checked, especially bleach-based ones? Is there sufficient capacity within the cleaning team to do the enhanced cleaning tasks required throughout the school? Have all other members of staff been instructed in the cleaning tasks they need to do and are the materials available? Are the cleaning products used suitable for all items of equipment and if not, are there arrangements to take those items out of use for 48-72 hours before being used by another individual? What are the considerations for cleaning of classrooms between lessons when specialist areas are used for subject-specific lessons by multiple year groups? What arrangements have been made to support enhanced cleaning of specialist curriculum equipment used by multiple year groups? 	<p>Yes, AMEY</p> <p>Yes, AMEY</p> <p>Yes, AMEY</p> <p>Yes, AMEY</p> <p>Yes, AMEY</p> <p>AMEY</p> <p>In the Computer Suite, only one class will use the room at any time.</p> <p>Teachers or support staff will be instructed to use wipes to clean equipment before children can use ICT equipment. Ipads will all be cleaned, by staff, with wipes after use.</p> <p>AMEY do not clean computer mice or keyboards.</p>
5	Minimise contact between individuals and maintain social distancing wherever possible	<ul style="list-style-type: none"> Have members of staff been briefed on the expectations in classrooms and elsewhere? 	All staff will be aware of the expectations within school, more specifically reducing mobility



		<ul style="list-style-type: none"> • Are all members of staff aware of the expectations in staff rooms, etc? • Have arrangements been made to minimise congestion and contact during lesson changeovers? • Have suitable timings of the day been revised to minimise large numbers during lunch and breaktimes? • Do the emergency evacuation plans aim to minimise congestion at “pinch points” within the building (e.g. corridors, staircases, final exit points) and allow sufficient space at the assembly point? 	<p>around the school through the use of ‘bubbles’.</p> <p>Yes, we will have a max of 10 people in the staff room at any one time.</p> <p>Children will always be in their own classroom except when they are the class walking to the Hall/Studio for lunch, PE, or Computing.</p> <p>Staggered start, finish, break and lunch times.</p> <p>All classes leave through their own classroom door.</p> <p>Following previous learning, the fire evacuation plan and assembly points have been amended to increase the available space for each year group (Fire drill completed during spring 2).</p>
6	Where necessary, wear appropriate personal protective equipment (PPE)	<ul style="list-style-type: none"> • Are there sufficient stocks available in the locations it is likely to be needed? • Have all members of staff been given instruction on how to safely put on, take off and dispose of PPE? 	<p>Yes, First Aid Room/Kitchen Guidance previous distributed and signage placed within the medical room.</p>



Response to any infection:

	Action	Points to consider	School use
7	Engage with the NHS Test and Trace process	<ul style="list-style-type: none"> Is the process understood and members of staff know what is required of them? Have parents/carers been informed of what they need to do? Is there suitable storage available for the number of home testing kits? 	<p>LA guidance has disrupted to all staff. Test and Trace information is visible at all school entry points. https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works</p> <p>The school also has its own QR code that is directly linked to the NHS national database.</p> <p>The medical room has been designated our isolation room and provides appropriate levels of storage including PPE.</p>
8	Manage confirmed cases of coronavirus (COVID-19) amongst the school community	<ul style="list-style-type: none"> Has the school got the contact details for the local health protection team? Does the school have a procedure to follow if they are contacted by the local health protection team? https://northamptonshire-self.achieveservice.com/service/Coronavirus_case_notification 	LA flow chart and contact information is available in the school office and can be accessed by all staff.
9	Contain any outbreak by following local health protection team advice	<ul style="list-style-type: none"> Have the principles of this been included within the wider contingency plans? 	Guidance has been adopted within our risk assessment.

Subject	Points to consider	School use
Transport to and from school	<ul style="list-style-type: none"> How will this affect/be affected by staggered start and finish times (impact on siblings, transport availability/timetable, etc.)? Overview of school transport considerations by multiple year groups 	Requested Risk Assessment from NCC Transport received and not applicable to any children at school.



Catering (provision of hot meals)	<ul style="list-style-type: none"> Where meals are produced in an external “Pod” or similar, can the food be taken to the serving point without coming into contact with other people? 	N/A
Learning outside the classroom (day trips, etc.)	<ul style="list-style-type: none"> Has the guidance provided by the <u>Outdoor Education Advisers Panel</u> been referred to? Have Educational Visit Coordinator’s qualifications lapsed and need renewing? 	<p>EVC have received ‘refresher training (9.07.20), this has provided further guidance through appendix within the EVC policy.</p> <p>Further correspondence received in response to school return on 16th March – awaiting guidance from the DfE (29th March nonresidential and 17th May for residential).</p>
Additional Support Arrangements	<ul style="list-style-type: none"> Planning should be made for children who usually spend some of their week accessing external provision such as alternative provision or SEND provision. Consideration should be given to the risk assessments of any provisions that are commissioned such as external Alternative Provision. Consideration should be given to where children in school would be sent for support or discipline, e.g. sending to a safe space to support a child or sending them to the ‘inclusion unit’, etc. 	<p>Only external professionals (delivering targeted support) will be permitted in school during the national lockdown. This will ensure that pupils will still access the support needed – individual risk assessment will still be required and submitted.</p> <p>In school staffing will be allocated based on addressing pupil need whilst also reducing staffing numbers on site.</p>
Extra-curricular provision (breakfast / after school clubs, etc.)	<ul style="list-style-type: none"> How will these impact on the cleaning schedule, especially any after school clubs? 	<p>Our breakfast club will continue for our vulnerable families.</p> <p>Extra-curricular provision will take place during the summer term</p>



		(26.04.21), however, these will only be delivered in pupils own 'bubbles' / year groups (in line with current school working).
Physical activity (including use of external coaches)	<ul style="list-style-type: none"> The guidance by the <u>Association for Physical Education (AfPE)</u> links to their more general guidance on Physical Education, School Sport and Physical Activity which has been adopted by NCC for many years. 	PE subject lead has produced a 1-page guidance for all staff when delivering PE. This will provide staff with clear guidance to the delivery of PE – this will be support by CPD for REAL PE
First aid provision	<ul style="list-style-type: none"> Have qualifications for First Aid at Work, Emergency First Aid at Work or Pediatric First Aid lapsed? (the validity of these qualifications has been extended but the deadline for requalification is 30th September 2020) 	Identified staff have received the appropriate level of first aid training to support first aid requirements within school. Further training (combined level 3 first aid at work and Pediatric training) to take place in June 2021
Contingency planning for outbreaks	<ul style="list-style-type: none"> Refer to (updated 05.03.21): https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19 	School planning and processes in place and communicated to staff including the delivery of the remote learning plan (if required).