

**COVID-19 Educational Settings Risk Assessment**

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The health, safety and well-being of all staff and pupils is of utmost importance to us. This risk assessment template has been provided to support educational settings to ensure they are acting in line with the COVID-19 – Compliance code for all educational settings – Autumn Term

Please note: all COVID-19 guidance is available through HR InfoSpace and Norfolk Schools

The risk assessment should be reviewed prior to any stage of extension of operation e.g. increasing pupil numbers, extending curriculum activities, opening up facilities or planning events.

For ease of reference, changes that are made to this document are detailed below:

Date of change	Section, Page and Change
12-05-2020	Whole revised document please read.



18-05-2020	Small updates throughout
26-05-2020	relate to early years providers and high school cohorts
02-06-2020	Changes made are shaded grey and in italic font – Minor additions
18-06-2020	Changes made are shaded grey
01-07-2020	Changes made are shaded grey
13-07-2020	Updated for September Term – new requirements are highlighted in yellow
17-07-2020	Clarification amendments following feedback
24-07-2020	Reference to swimming pools risk assessment
07-08-2029	Minor updates to wording



<b>Setting/Premises:</b>	North Denes Primary School		
<b>Location:</b>	North Denes Primary School, Jellicoe Rd, Great Yarmouth		
<b>Assessment Date:</b>	25/8/2020	<b>Review Date:</b>	Weekly
<b>Assessment completed by:</b>	DW/CH/AJ		

Please describe how you have met with the required control measures in the “Notes and Further Information” column

**Management Planning**

**Senior Management Team DW/AJ/CH**

Item	Control measures	Yes/no/not applicable	Notes and further information	Date required and completed
Senior Management Team responsibilities and ensuring compliance	<p>The Senior management team have reviewed the operation of the setting in the light of welcoming all children and young people back during the pandemic and have made alterations so that:</p> <ul style="list-style-type: none"> <li>• The number of contacts that pupils and staff have during the school day are minimised</li> <li>• The distance between people in the setting is maximised as much as possible,</li> <li>• Implementation of robust universal hygiene measures is supported through the provision of hygiene stations, reducing contact points and touch surfaces and supporting effective hand drying</li> <li>• Enhanced cleaning arrangements are in place</li> <li>• There is a plan in place to manage the first day back to reduce the risk of groups gathering together</li> </ul>	Y	<p>Bubbles created to minimise pupil contact. Staggered starts, breaks, lunchtimes and finishes.</p> <p>Hygiene stations have been created. Enhanced cleaning arrangements established in the summer term will continue.</p> <p>All staff and parents will be compliant with RA.</p> <p>Staggered return to school over the first week.</p> <p>Shared with staff on return to school at Inset day.</p>	

	<ul style="list-style-type: none"> <li>The whole setting community are engaged with and support the national effort to reduce the spread of the virus</li> </ul> <p>This assessment has been carried out in conjunction with staff and staff representatives (and pupils where appropriate).</p>			
	All normal operational premises management requirements have been implemented including fire, asbestos and legionella	Y	Caretaker to undertake New Fire Evacuation Plan to be shared with all staff - to ensure swift exit and social distancing at assembly point	
	HSW information provided on Infospace or Norfolk School is followed and communicated	Y		
	Arrangements have been put in place to undertake a regular review of the assessment taking feedback, suggestions, concerns and updates to NCC guidance into account.	Y	Reviewed at weekly SLT meeting	
	Staff information, instruction and training arrangements have been put in place in preparation for welcoming back all staff and pupils.		Training on Inset day. RA shared prior to return	
	Senior colleagues will be present at the site and especially during the early part of return in September in order to provide additional support and reassurance and to pick up on any issues and review arrangements.	Y	SLT onsite	
	COVID-19 Case Management Guidance is implemented.	Y	See attached document	
	COVID Secure Commitments is signed and displayed	Y	Displayed at school entrance.	
Governor engagement	Governors are involved and supporting the setting to ensure that required actions are completed and have signed off the risk assessment process as part of their role.	Y	Governors involved in RA and sign off	
Safeguarding	The introduction of new arrangements have been reviewed by the Senior Management Team ensure that they do not impact on safeguarding requirements in the setting (see additional checklist on Norfolk Schools).	Y	Reviewed by Safeguarding Leads and arrangements comply..	

Supply chain	Business management teams will ensure that arrangements are in place to ensure: <ul style="list-style-type: none"> <li>continuity of essential supplies, for example, cleaning and disinfection products, liquid soap, paper towels (where used), hand sanitiser, tissues and PPE that is specified in PPE guidance.</li> <li>that equipment purchased is fit for purpose e.g. meets with required standards</li> </ul>	Y	Caretaker and business manager to ensure adequate supply and stock of required products.	
Premises adaptations	Small adaptations identified through risk assessment such as installation of wireless fire door retainers which keep fire doors open in order to improve ventilation and close on fire alarm activation, efficient hand driers to ensure thorough hand drying have been authorised and actioned.	Y	Fire doors propped open. Hand dryers used in toilets.	

**Staffing arrangements DW/AJ/CH**

Staffing levels	Temporary staff, external specialist support staff and specialist coaches are welcomed back to the setting and where possible their work is arranged so that: <ul style="list-style-type: none"> <li>Short duration, ad hoc and working at more than one setting is avoided</li> <li>They are assigned to consistent groups in the same way as permanent staff are to limit the number of children they interact with (coaching timetables have been rearranged to longer rotas than normal where necessary)</li> <li>A space of 48 hours between site visits is applied</li> <li>Longer assignments with supply teachers are agreed</li> </ul>	Y	Any sports coaches would be limited to bubbles Music tuition to year 3/4 bubbles only to limit numbers of children. All infection control and cleaning requirements adhered to. Play therapy trainee to have own risk assessment and to enter school by side door to Conkers.	
	Teaching staff breaks are organised in a way that avoids staff covering from a different group	Y	All breaks covered by staff within each bubble. Each bubble to have assigned area of the playground.	
	Consistent working arrangements are applied to ITT trainees.	Y	Work place trainees to stay with an assigned bubble and to follow school risk assessments.	

	Where teachers and other staff need to operate across different classes and year groups in order to facilitate the delivery of the school timetable, they are assigned consistently in line with wider principles of bubbles as much as possible.		PE staff will teach across different bubbles but PE will be outside where possible, following guidelines for PE and social distancing Any group work / catch up that requires an adult to work across different bubbles will require staff to maintain social distancing and disinfect between groups. Guidelines followed for any shared resources across bubbles.	
	Wherever bubbles are compromised as a result of timetable, curriculum or other delivery needs the setting ensures scrupulous compliance with all of the required infection control measures	Y		
	Where volunteers are used the same staff principles are applied.	Y	No volunteers in school in the autumn term - to be reviewed.	
Premises and cleaning staff	Normal premises management arrangements have resumed.	Y	Managed carefully by the business manager and caretaker	
	Activities are scheduled to avoid times where pupils and staff are using the same areas unless staff are part of the same bubble/group.	Y	Activities will be scheduled so that staff and children are not present in the same space as premises or cleaning staff. Teachers can go to the other class in their bubble after school while cleaning of their room takes place.	
	Staff who carry out cleaning and disinfection have the appropriate equipment required for the task.	Y	Meetings held with the cleaning contractor and expectations made clear	

**Minimise contact maintain social distance and activity risk reduction**

**Pupil and staff grouping – main groups and extended groups DW/AJ/CH**

<p>Developing groups</p>	<p>Main groups (staff and pupils) have been developed that are the smallest practicable whilst enabling all pupils to return and a full curriculum to be taught, consideration has been given to the following where possible:</p> <ul style="list-style-type: none"> <li>• Groups are kept static</li> <li>• Extended groups are only created to accommodate specified activities such as transport, wraparound care, specific curriculum or teaching requirements.</li> <li>• Contact within groups is minimised through measures outlined in this assessment.</li> <li>• Pupils will stay in their class/group throughout the day, or on subsequent days</li> </ul>		<p><b><u>Children will remain in a year group bubble.</u></b></p> <p>This is the smallest we can practically have for the running of lunchtimes, break times and staggered start and finish. To be reviewed in Nov when the school moves into the new building. Bubbles are created to ensure social distancing between bubbles - see 'appendix 1 Bubbles to have their own allocated playground area and timings - see Appendix 2</p>	
	<p>Any extended groups created remain as small and consistent as possible</p>	<p>Y</p>	<p>Parents will need to book ahead for breakfast club and after school care. Groups only to be used where absolutely necessary. (Breakfast Club can accommodate 2 groups of 15.)</p>	
	<p>Where possible the number of children to staff ratio is reduced further to assist with social distancing and wider safety measures relating to specific circumstances as outlined in the compliance code including:</p> <ul style="list-style-type: none"> <li>• some secondary curriculum practical activities</li> <li>• some music activities</li> <li>• With very young children</li> <li>• Because of health conditions or understanding of the children</li> </ul>	<p>Y</p>	<p>Music activities limited to Y3 and stringed instruments only.</p>	
<p>Staffing within groups</p>	<p>Staff are paired consistently for two person activities e.g. supervision, teaching, personal care.</p>	<p>Y</p>	<p>Teachers and TAs paired for the academic year and remain within their bubble.</p>	

	The same teachers and other staff are assigned to each class group, and where possible for the same day and subsequent days.	Y	Teachers and TAs paired for the academic year and remain within their bubble.	
Contact records	Contact records of groups and individuals including visitors are maintained in line with Case Management Guidance.	Y	<i>refer to case management guidance</i>	

**Other general measures - DW/AJ/CH**

AJ	The use of outdoor spaces has been maximised	Y	Staff will be encouraged to use the outdoor area for learning where possible. Nursery, Reception and year 1 all have their own outdoor areas to use. The rest of school can use the outside space in contained bubbles	
	Unavoidable queues are managed this includes through the provision of distancing markings where queues are likely	Y	Lining up and keeping to the left. learning in bubble areas as much as possible	
	Gatherings involving more than one group is avoided e.g. assemblies,	Y	No whole school assemblies. Bubbles can do assemblies /gathers if needed but avoided as much as possible or do online.	
	Activities involving invited audiences do not take place	Y		
	An assessment has been made of all close contact within 2 m interactions and these have been reduced where it is possible.	Y	Classrooms have been decluttered. Doors in corridors wedged open. Children will remain in their seats where possible. Children remain in classes to eat lunch. Bubbles separated during break times. Children to wear PE kits to school on PE days.	
	A plan is in place for the management of toilets and hand washing facilities including the number of children safely able to use the facilities at any one	Y	See hand washing and toilet section below.	

	time and, where possible mixing of groups while using these facilities is avoided.			
	Activities that encourage or cause people to raise their voices will not take place. Pupils are advised of these requirements while on the premises.	Y	No singing to take place.	
	The number of books and other resources taken home by pupils and staff is limited as far as is possible.	Y	Reading books and spelling books to go home as normal. Homework policy to be reviewed to limit the amount of books and resources taken home.	
	Resources such as pens and pencils are not shared between pupils, other resources such as books are issued on a rotational basis.	Y	Pupils to have their own equipment packs which are to be kept on tables.	
	<p>Movement around the school is kept to a minimum as follows:</p> <ul style="list-style-type: none"> <li>● Movement of whole classes is avoided where pupils can stay in the same room and staff can move to different classes instead. The rooms used have been selected to enable this.</li> <li>● Class times have been staggered to prevent large numbers moving around the premises at the same time where it cannot be avoided (for example, for PE, outside breaks)</li> </ul> <p>Where large numbers of pupils need to move around the setting the following have been implemented where possible:</p> <ul style="list-style-type: none"> <li>● Staggered times for using stairs and corridors</li> <li>● Utilisation of alternative external routes</li> <li>● One-way systems introduced</li> <li>● Supervision of movements around settings</li> <li>● Central dividers placed in the middle of wide corridors to keep groups apart</li> <li>● The order of entry and exit into all rooms used (including dining room) has been planned in order to avoid pupils and staff passing each other</li> </ul>	Y	<p>Staggered starts at the beginning and end of a day.</p> <p>Children stay in bubbles. Any interventions will be managed in bubble areas where possible or large, spaced out areas (group room or unused classrooms) Room will be cleaned between bubbles.</p> <p>Staff to monitor and coordinate any movement around school.</p>	
	Arrangements for collecting, passing on and returning shared resources and equipment is planned to prevent close contact.	Y	Resources for the first half term should be in the bubbles from September where	



			possible. Any resources used between bubbles should be cleaned if possible or left for 72 hours. Each class will have a box to place any items that need quarantining for 72hrs. This will be labelled with the date it was last used. Shared items can move between bubbles earlier than 72hrs if they have been disinfected. It is the responsibility of the staff member taking the equipment to disinfect it.	
	Larger spaces are not used by more than one group without partitioning in order to create physical separation.	Y	Hall to be used by only one bubble at a time and needs to be cleaned between use.	
Lifts	Lifts are not shared unless the person using the lift requires support and lifts are prioritised to those people who are not able to use the stairs	N/A		
	Posters have been used to encourage this where required	N/A		
	Hand sanitiser is provided for use before and after touching lift controls.	N/A		
Lockers	Locker allocation has taken account of the assigned groups so that groups are not compromised when they are being used.	N/A		
Bags and coats	Times of use are supervised and managed, particularly where arrival and leaving times cannot be staggered.	Y	Start and end of school day times are staggered. Break and lunch times staggered. Teachers and TAs to supervise cloakrooms to spread children out where possible.	
	Where possible alternative areas have been allocated for cloak room use in order to prevent pupils gathering	N/A		

**Measures within the classroom - DW**



	<ul style="list-style-type: none"> <li>Alternative larger spaces that are available such as gyms and halls are used to encourage social distancing where it is possible to</li> <li>Distancing is encouraged by removing unnecessary items, furniture and equipment to create more space to reconfigure desks</li> <li>Seats are forward facing</li> <li>The position of the teachers space/desk is considered as part of the configuration to support distancing from the class</li> </ul>	Y	<p>Unnecessary items removed from classrooms. Desks reconfigured so all face forward. Teachers’ desks are at the front of each room and therefore distanced from children - children will remain seated and not approach the teacher’s desk.</p>	
	<p>Where bags cannot be kept at desks/workspaces e.g. science lessons or DT lessons they are safely stored in a way that does not encourage congregating and touching each other’s belongings e.g. use of lockers, bag hooks</p>	Y	<p>Bags kept in cloakrooms and access staggered Children bring limited equipment to school - water bottle, lunch box, book bag, coat and hat.</p>	
	<p>The teaching approach is modified where possible in order to:</p> <ul style="list-style-type: none"> <li>Where age appropriate, keep a distance from children in the class including minimising going to pupil desks to check work or calling pupils up to the teachers desk</li> <li>Where close contact is needed, interact side to side with pupils and not face to face</li> <li>Not require pupils to share or swap resources, including no marking each others books</li> <li>Manage picking-up and dropping-off resources in a way that prevents passing them hand-to-hand</li> </ul>	Y	<p>Teacher to teach from the front. No child will be called up to the front. Any work that does need checking will be done from behind the child at as much distance as possible or to the side. No resources will be swapped/shared and pupils will not mark each other’s work. Resources will be placed on desks by staff prior to children entering class and children will place books for marking on a pile as they leave the class.</p>	
	<p>The resources brought in from home by children are kept to a minimum e.g. lunch boxes, hats, coats, books, stationery and mobile phones. and these are not shared with the group.</p>	Y	<p>Parents and children informed that mobile phones should not be brought into school unless absolutely necessary. They will be kept in the classroom so children do not have to visit the office. Stationery provided by the school and kept in a plastic wallet.</p>	

**Playgrounds - CH**

	Signage identifies the maximum number of users for equipment, distancing is encouraged for waiting and while using equipment	Y	Equipment is assigned to bubbles. Children queue to borrow equipment.	
	Equipment use is supervised, and time limited to enable other users to take their turn	Y	MSAs to supervise	
	Seating has been removed or marked off to encourage distancing on individual items of equipment.	Y	Some seating is removed and remaining seating is marked for social distancing	
	A one-way system has been introduced around outdoor gym equipment and trim trails	N/A		
	Equipment that is positioned in close proximity to other equipment has been taken out of use or repositioned (considering general safety requirements)	N/A		
	Hand sanitiser stations are positioned near to equipment and users instructed to perform hand hygiene before and after use.	Y	Hand sanitizer stations available on all playgrounds.	
	Bins are installed to encourage use of tissues and appropriate disposal	Y	All playgrounds have bins.	
	Time is allocated for play equipment for each group/bubble	Y	All bubbles have assigned equipment.	
	Multiple groups do not use outdoor play equipment at the same time.	Y	All bubbles have assigned equipment.	

**Specialist curriculum considerations- CH**

Music	Singing, wind and brass playing does not take place in large groups such as school choirs	Y	No choir, ensemble or assemblies to take place	
	<p>Music lessons are restricted to using recorded music and not playing wind or brass instruments unless:</p> <ul style="list-style-type: none"> <li>• lessons are for smaller groups not exceeding 15 people</li> <li>• this is done outside or in well-ventilated space</li> <li>• participants are positioned to maintain at least 2m distance (3 metres is preferable) with no-one directly facing another person.</li> </ul>	Y	No wind instruments to be used. Music teacher to be informed.	

	<ul style="list-style-type: none"> <li>the teacher will stand 3 metres away where they need to face the group.</li> </ul>			
Drama and performances	<p>The following arrangements apply to all drama activities:</p> <ul style="list-style-type: none"> <li>Outside drama is planned as a first consideration</li> <li>Activities that involve raised voices do not take place.</li> <li>Smaller class sizes will operate where possible</li> <li>Back to back and side to side positioning is planned as much as possible</li> <li>Distancing is maintained as much as possible</li> </ul>	Y	No parent cafes or Christmas plays etc No drama lessons to take place in the autumn term.	
Physical activity	Outdoor space is maximised. Where it is not possible, e.g. due to inclement weather, the largest available, well ventilated spaces will be used.	Y	As much PE as possible to be outside. If wet, the school hall will be used. PE curriculum to be altered so non-contact sports and activities take place over the autumn term.	
	Prioritisation of low impact activities is given over high impact	Y	PE curriculum to be altered so non-contact sports and activities take place over the autumn term.	
	Contact sports will not take place	Y	PE curriculum to be altered so non-contact sports and activities take place over the autumn term.	
	Distance between participants is maximised.	Y	Use of field, playground and hall only.	
	The use of non-personal kit is avoided as much as possible, where it is used e.g. bibs kit will be carefully cleaned/launched between uses.	Y	Children will be asked to come to school in PE kit for that day. For children who persistently don't have PE kit, they will have a kit assigned to them, only for their use and kept in school. This kit will be washed in school.	
	External facilities are used in line with Educational Visits arrangements.	Y	RA to be completed ahead of time.	
	The following advice has been referred to as part of the risk assessment process:	Y	Guidance shared with all staff who teach P.E	

	<ul style="list-style-type: none"> <li>• <a href="#">guidance on the phased return of sport and recreation</a> and guidance from <a href="#">Sport England</a> for grassroots sport</li> <li>• advice from organisation such as the <a href="#">Association for Physical Education</a> and the <a href="#">Youth Sport Trust</a></li> </ul>			
	<p>The use of changing rooms and showering facilities are avoided where possible. Where used:</p> <ul style="list-style-type: none"> <li>• their use has been limited e.g. allowing PE kits to be worn on arrival and for the whole day, or part of the day after the lesson.</li> <li>• Social distancing is maintained in these facilities, including limited the numbers in the space, the use of floor markings, planning movement around the space and cleaning arrangements.</li> <li>• Facilities will be used as quickly as possible</li> </ul>	Y	Children to come to school in PE kit on PE days	
Swimming pools		N/A	No swimming in the autumn term.	
Subjects involving practical activities	<ul style="list-style-type: none"> <li>• Practicals and experiments have been reviewed for appropriateness in order to keep pupils distanced from each other.</li> <li>• Consideration has been given to how practical demonstrations will take place without the need for pupils to congregate at the front of the class e.g. technology will be utilised to project the demonstration onto a smart board or screen to aid visibility</li> <li>• Where it is not safe to maintain social distancing such as D &amp; T, smaller teaching groups will be employed. Where close contact activity is required this will be for the shortest duration that is safe and practical, the teacher will position themselves next to rather than in front of the pupil, all parties should undertake hand hygiene before (where practical and this doesn't delay safety) and after the interaction.</li> <li>• Particular thought has been paid to the use of fume cupboards, Bunsen burners, sinks and other shared equipment/spaces to prevent close contact</li> </ul>	Y	<p>Where possible demonstrations will be done by the teacher. Practical experiments that do take place will not require the sharing of equipment. Resources will be given to children and will be cleaned or set aside for 72 hours before any equipment is used by a different bubble.</p> <p>Distance will be maintained and children will not gather round a table where they could be face to face. Teacher to work from the side of children in small groups.</p> <p>Hand sanitiser to be used before and after experiments are carried out where possible.</p>	



	CLEAPSS COVID-19 resources and advice are used as part of lesson planning, this includes: <a href="#">Guide to doing practical work in Science</a> <a href="#">Guide to doing practical work in DT</a>	N/A	Staff to read links on guides to practical work.	
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**Educational visits - DW**

	No overnight educational visits are carried out	Y	Review in the spring term	
	Outdoor spaces in the local area are used to support delivery of the curriculum	Y	Walkable destinations only	
	A risk assessment will be carried out for all educational visits and in addition to using Evolve: <ul style="list-style-type: none"> <li>● A check will be made to ensure that the venue or provider are COVID-Secure via a declaration or Good to Go accreditation</li> <li>● The venue will be requested to provide updated visitor information and briefings, including their COVID-19 arrangements</li> <li>● The setting will review the arrangements to ensure that they are appropriate applying the principles that are known in relation to infection control, specially: <ul style="list-style-type: none"> <li>○ Do they include measures relating to limiting contact between your group and other visitors?</li> <li>○ Do they support you to maintain distances within your group?</li> <li>○ Do they support good universal hygiene by visitors and staff e.g. hand washing/sanitisation stations?</li> <li>○ Do their communications and instructions remind people of the symptoms and ask them to stay away if they should be isolating for any reason?</li> <li>○ Are appropriate cleaning and disinfection arrangements in place?</li> </ul> </li> </ul>	Y	No educational visits in the autumn term that cannot be accessed on foot - RAs completed for all visits. All points in the left hand column will be adhered to in full.	
	The setting will arrange a pre-visit where necessary to ensure that visit leaders understand the arrangements and requirements for visiting groups.	Y	None to take place in the autumn term.	



**Where a pupil attends more than one setting - AJ**

	Schools work together to ensure that the approach is consistent and does not compromise the group/bubble		Children attending an SRB setting will be with their own bubble one day a week. Schools will work together to ensure that all guidance has been followed in both settings.	
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**Extra curricular provision - CH**

	Pupils will keep within their main bubble where possible.		Extra-curricular activities will be organised by school bubble	
	<p>Where it is not possible to maintain the bubbles used during the day, small consistent groups created are as follows:</p> <ul style="list-style-type: none"> <li>● Keeping the groups to no more than 15 children with one or two staff members (group sizes are smaller than 15 children depending on factors such as age of the children in attendance, size of the premises or the type of activity). Social distancing will be maintained both within and between groups</li> <li>● Parents and carers are encouraged to limit the number of settings their child attends, ideally ensuring they only attend one setting consistently</li> <li>● Parents and carers are encouraged to attend clubs that are local to them and to walk or cycle to the club or activity</li> <li>● Where groupings cannot be consistent or static only outside provision will be offered and the group limited to up to 6 people including staff members.</li> <li>● Records are maintained of all bubbles or groups for 21 days</li> </ul>		<p>As above            All extra curricular clubs will be registered as a group on pupil asset            Equipment and touch points cleaned by club staff before and after the activity.            Only one child at a time to use the toilet.            Sanitiser station will be available for pupils to use.            Hall will be disinfected after any use during PE lessons or clubs.            Records of attendees will be kept on SchoolPing.</p>	
	Activities are organised in line with all of the relevant requirements of this assessment and compliance code	Y		

**Measures for arriving and leaving - CH**



General principles	<ul style="list-style-type: none"> <li>Particular attention has been given to how the first day of term will be organised with both new and existing pupils supported to follow infection control requirements.</li> </ul>	Y	Staggered return to school days for each bubble - see appendix 1	
	<ul style="list-style-type: none"> <li>Where possible, arrival and leaving times are staggered by adjusting the start and finish in order to keep groups apart and avoid rush hour</li> <li>Where times cannot be altered, for example, due to reliance on public transport, plans are in place to prevent pupils from mixing at the setting</li> </ul>	Y	Class teachers and SLT to supervise arriving and leaving of premises. Training to be given to staff .see appendix 1	
	There are hand sanitiser stations outside for pupil and visitor use	Y	Hand sanitizer station is available outside the school office	
	The impact of bad weather has been considered where it might impact on the ability to follow outside queueing arrangements	Y	Bubbles to go straight to classroom in the event of bad weather.	
	Deliveries are managed to eliminate close contact e.g. having a pre-arranged drop off point, the delivery driver signing for you	Y	Delivery pointy outside of school office	
Parents and pupils – arriving and leaving the premises	All site movements will be supervised by staff members who will ensure that social distancing measures are being followed.	Y	See appendix 2 Class teachers and SLT to supervise arriving and leaving of premises. Training to be given to staff. Emails, texts and letters sent to parent/carer.	
	Parent/carer pick up and pick up protocols have been developed to minimise adult to adult contact and avoid gatherings.	Y	See appendix 2 Start times have been planned so that there is a staggered rolling start to the day. Reception and Nursery have their own entrance and exit areas. Nursery children will enter through the front nursery entrance and leave via the playground gate - creating a one way system.	

			Parents who need to wait to settle a child will wait in a designated area that will be sanitized after use. Each bubble to have a staggered pick up time using socially distanced markers on the front playground.	
	Reception teachers will check with the parent and/or pupil about the pupil's health and ask them to wash their hands, on arrival in the building.	Y	Hand washing station outdoors for Reception class use. Same for Nursery children	
	For all other years not including Reception class parents are expected to drop their child at the gates and a member of staff from the group will greet each child, ask them to wash their hands and check in with them to ensure they do not have symptoms.	Y		
	Early Years classes will arrange for children to be dropped off and collected at the door/threshold of the setting where possible	Y	Extra gate into the reception area has been created. This can be used by reception and Nursery Saplings class. Seedlings will use the main nursery entrance	
	Where parents/carers need to enter the setting only one parent will accompany their child	Y	This has been communicated to parents through normal channels	
Managing peak times	Additional entrances, such as fire exits and other direct class room exits are used and supervised to reduce gatherings at the setting entrance	Y	Each bubble will have its own dedicated entrance and exit to school. H mobile to use main entrance to mobile Year 1 to use outside the entrance to class. Year 6 to use usual entrances from the front playground. 3 Pine and 4 Beech to use link corridor entrance. 3 Hazel and 4 Rowan use double doors off the rear playground. Reception and Saplings Nursery to use their own entrances at the new gate into the playground.	



			Seedlings to use nursery main entrance Sanitiser is attached to the doors at these entrance areas. Reception to have their own wash area	
	Where alternative entrances cannot be provided, times have been staggered to prevent queuing where possible	Y	An additional gate is being added during the summer break to give access directly to the reception outside area - adults to hand over and collect children from this - reduces traffic through main gates. Times for staggered starts and finishes sent to all parents	
	Staff and school champions supervise at peak times.	Y	Class teachers and SLT to supervise arriving and leaving of premises.	

**Transport and travel -AJ**

General	The setting has assessed that any additional vehicles and vehicle movements can be carried out safely (a vehicle movement assessment has been carried out where required)	Y	No vehicles at start or end of the day when children are arriving and leaving.. Access to the school site during school hours by arrangement with the school caretaker.	
	Carers, parents and pupils are discouraged from social gatherings on the way to school and on school premises.	Y	Parents of Nursery, Reception and Year 1` on site only to drop off and pick up. Parents encouraged to leave children at the gate if possible. KS2 and Year 2 children left at the gate. Parents encouraged not to gather in passage. Cones across the end of the playground act as a barrier to keep parents off the playground. A one way system has been created so parents enter and exit in one direction.	

Cycling	Pupils are instructed to use bike racks one at a time, additional bike racks are provided where required	Y	1 at a time and monitored by staff on duty	
Car journeys	Parents, staff and pupils have been advised not to gather in parking areas.	Y	Letter to parents to encourage no gathering	
	Parents and staff have been advised to follow government guidelines regarding who can travel together by car	Y	Advice shared to parents and staff	
On foot	Pupils and parents have been advised that it is preferable that members of the household should walk to the setting together where possible	Y	Advice shared to parents	
	Pupils and parents have been advised that they should not walk together in large groups	Y	Advice shared with parents	
Public and school transport	Pupils, parents and staff have been advised not to use school transport if they have symptoms	Y	Advice shared with parents	
	Pupils, parents and staff have been advised to wash their hands before and after using transport services	Y	Advice shared with parents	
	Pupils, parents and staff have been advised of the government advice to wear face coverings when travelling on public transport, unless it is not safe to do so	Y	Advice shared with parents	
	Social distancing is applied as far as is possible in transport operated, managed or contracted by the setting by substituting smaller vehicles with larger ones or running additional vehicles.	NA		
	Seats in school vehicles are cordoned off where needed to support passengers spreading out in the vehicle and not sitting face to face.	NA		
	Markings are provided where queuing is required for transport services on school premises	NA		
	Windows are opened during journeys where it is safe to do so	NA		



	Touch points on school minibuses/vehicles and vehicle keys are wiped down with disinfectant wipes after use	NA		
	Staff do not transport a symptomatic pupil (unless specifically in relation to a residential setting)	Y		

**Visitors and reception area - DW**

	The number of visitors is minimised as much as possible	Y	By prior appointment only	
	Visitor times are planned and by appointment only	Y		
	<p>Visitors are advised of the following in advance:</p> <ul style="list-style-type: none"> <li>• Site rules, which entrances and exits to use, vehicle movement and parking</li> <li>• Specific arrangements such as areas of the premises that are and are not suitable for use</li> <li>• Action to take if they cannot keep away from others</li> <li>• To leave the setting immediately if they develop symptoms, not matter how mild.</li> </ul>	Y	All points will be made clear at the point the appointment is made and again on arrival at school. On signing in, staff will ask the questions about symptoms and clarify actions to take to stay away from others. Where possible, visitors will be limited to times outside the school day or when children are all in class.	
	<p>On arrival visitors will be:</p> <ul style="list-style-type: none"> <li>• Provided with relevant site information</li> <li>• Asked to perform hand hygiene</li> <li>• Asked to confirm that they do not have symptoms no matter how mild</li> </ul>	Y	<p>Instructions given at the time of arrival. Hand sanitisers will be available at reception.</p> <p>Confirmation will be sought that they have no symptoms, have not been asked to isolate by Track and Trace and have not been in close contact with someone with symptoms.</p>	
	Visitors will use their own pen or will be provided with a pen that they take with them.	Y	Visitors informed in advance of the need to bring their own pen. Some pens that can be taken away will be available.	
	The reception operates on a one in and one out basis	Y	One person by prior arrangement in the entrance lobby at reception desk at a time.	

	Where reception desks are open, staff maintain a 2 metre distance from visitors, (the use of floor markings may be considered useful). Where this is not possible screens have been installed to protect staff	Y	A glass screen protects the reception staff.	
	Arrangements are in place to receive general deliveries without close contact (including food deliveries which may be received at an alternative location)	Y	No food deliveries as meals prepared off site. Kitchen entrance used for lunch delivery Caretaker to manage general deliveries without close contact at pre-arranged times wherever possible.	
Contractors	Where possible visits that are not essential to education and safeguarding happen out of hours.	Y		
	Where visits cannot take place outside of school ours, e.g. because they cannot be rescheduled or are needed during the day, an assessment of how social distancing can be maintained must be carried out and agreed in advance.	Y	Arrangements for social distancing will be made ahead and communicated again on arrival.	
Parents an carers	Parents and carers should only attend the setting where they have a pre-arranged appointment	Y	Arrangements in place for parents to communicate by email, telephone and on the school gate. No parent will be admitted to school unless absolutely necessary and then by appointment.	
Visiting professionals	The setting has arrangements in place to ensure that all visiting professionals follow the site rules including infection control arrangements.	Y	Site rules and infection control measures communicated ahead of visit and again on arrival.	

***Lunchtime and breaks - CH***

	Lunch provision considers distancing requirements and avoiding group mixing and queues and is staggered where possible.	Y	See appendix 3	
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	Consideration has been given to using other spaces for lunch, including classrooms and outside spaces.	Y	All lunches to be eaten in classrooms. Only packed lunches can be ordered from the kitchen	
	Packed lunches are stored in the individual group classrooms rather than a central location to avoid group mixing	Y	Home packed are stored on class trolleys School packed will be delivered to dinner hall by lunch staff and collected by <b>TAs / MSAs</b>	
	The use of pre-ordering and trolley services have been considered.	Y	All lunches to be pre-ordered through the office using SchoolPing.	
	Where times of use cannot be staggered between groups, larger spaces have been partitioned.	Y	Dining hall not in use	
	Tables and seating are moved apart and reflect the maximum capacity to allow social distancing within the group. Where furniture is fixed and cannot be moved space is created by taping off/taking out of use alternate seating.	N/A		
	Plans are in place for pupils and staff to access the facilities that are used during break times in a way that avoids group mixing	N/A		
Catering	Arrangements comply with <a href="#">guidance for food businesses on coronavirus (COVID-19)</a> .	Y	Documentation supplied by Norse	
	Where catering services are contracted, the setting has ensured that the service is COVID-19 secure.	Y	Documentation supplied by Norse	
	The way in which essential food deliveries are received are managed	Y	Documentation supplied by Norse	
	Social distancing is employed at meal collection points (the use of floor tape to demarcate areas may be useful) where this is not possible screens are installed where required between pupils and serving staff	N/A	Dining hall remains closed	



	Additional meal collection points have been put in place to reduce queuing where necessary	N/A	Dining hall remains closed	
	Alternative payment methods are being used to eliminate cash handling	Y	Payment will be through SchoolPing.	
	Tills are screened where still in use	N/A	No tills in use	

**Increasing ventilation - AJ**

Using fans	Where fans are needed in offices, discussion has taken place with staff who use that space to agree terms of use.	Y	Fans only used when there is no alternative. Opening of windows/ doors encouraged	
	Where fans are needed in classrooms and other educational areas, a decision for their use has been made by the Headteacher in conjunction with staff.	Y	Discussion to be made with SLT before use	
Ventilation	Windows and doors are open to increase ventilation where it is safe and appropriate	Y		
	Where installed, the setup of air conditioning systems have been reviewed to maximise the intake of fresh air.	Y	Air conditioning not to be used in mobiles unless it is using air from outside - recirculation mode not to be used. Windows and doors to be opened.	
	Where systems serve multiple buildings or are fully recirculating, advice has been sought from HVAC engineers and this has been implemented.	NA		

**Toilets and handwashing facilities - AJ**

	Times of use are staggered where possible.	Y	Each bubble has designated toilet facilities. Nursery own toilets in mobile Reception own toilets in mobile Year 1 own toilet area 2 Year 2 own toilets in mobile Year 3 & 4 only 1 child allowed at a time from each class using the toilets on the new block side of school. Year 5 own toilets in mobile	
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			<p>Year 6 toilets in corridor by Mr Honey's room</p> <p>Children in EYFS and KS1 need to be supervised as much as possible to ensure effective hand washing and hand gel to be used on re-entry to the classroom.</p> <p>Children are encouraged to go to the toilet at regular times during the day.</p> <p>Toilets will be monitored during break times by SLT and Pastoral support staff. MSAs to monitor at lunchtime.</p> <p>Monitoring will be by pupils wearing wrist bands that are kept in a milton bowl.</p>	
	Pupils have been informed of how to use facilities appropriately applying distancing requirements.	Y	<p>Pupils to be informed on the first day of routines for toilet use - including only one boy or girl from each class to use the toilets at a time.</p> <p>Pupils to listen (not sing)</p> <p><b>Hand washing songs</b></p> <p><a href="https://youtu.be/dDHJW4r3eIE">https://youtu.be/dDHJW4r3eIE</a></p> <p><a href="https://youtu.be/S9VjeIWLnEg">https://youtu.be/S9VjeIWLnEg</a></p>	
	Hand dryers are efficient and effective in quick drying or have been replaced with more efficient dryers or paper towels	Y	<p>Hand Dryers in all toilet areas.</p> <p>Children are given regular reminders of washing their hands effectively.</p>	
	Consideration has been given to replacing traditional taps with easy operating lever taps	Y	<p>Not possible due to lack of funding.</p>	

**Meetings and events - DW**

Meetings	Where possible, meetings and events such as staff training are conducted remotely in order to reduce the risk associated with increasing contact	Y	<p>SLT will meet face to face socially distanced.</p> <p>Staff meetings will be held virtually for the majority of meetings. Where a meeting</p>	
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			needs to be face to face, social distancing and infection control measures will be applied.	
	<p>Meetings only take place in person where:</p> <ul style="list-style-type: none"> <li>• There is a need to be in person for safeguarding, well-being or statutory reasons or</li> <li>• Limitations of technology, poor or unstable signal</li> </ul>	Y		
	<p>The following measures have been implemented for in person meetings:</p> <ul style="list-style-type: none"> <li>• They are kept to the smallest number necessary to enable the meeting to take place, considering existing groupings</li> <li>• All other participants will connect to the meeting remotely.</li> <li>• The meeting will take place outdoors unless for reasons of confidentiality, need to use technology or equipment in a building or weather</li> <li>• Use separate spaces or rooms where possible to limit the number of people in the same area</li> <li>• Ensure 2 distance is maintained at all times, not sitting face to face</li> <li>• Paperwork is shared electronically where possible</li> <li>• Consideration is given to meeting etiquette to maintain distancing, e.g. when meeting indoors leave the room in single file starting with the person nearest the door first.</li> <li>• People do not shake hands.</li> <li>• Participants practice good hand and respiratory hygiene before after and during the meeting.</li> <li>• Where held indoors they are held in well ventilated spaces.</li> <li>• All in person meetings are authorised by the Head teacher, who has satisfied themselves that all reasonable measure have been implemented.</li> </ul>	Y	<p>An assessment of who must attend will be made and numbers kept as small as possible. Remote access will be used to enable other participants to 'attend'. Safeguarding meetings etc will continue to be held remotely.</p> <p>Essential meetings that cannot be held remotely will be held in an outdoor space away from children and other adults - ie a quad and in case of inclement weather in the school where all the guidance can be adhered to and good ventilation can be provided.</p> <p>All documents will be emailed in advance and not printed off to share. There will be no hand shakes and participants will be directed to use hand sanitiser on arrival and departure from the meeting. Hand sanitiser will be used for any visitors . No meeting will be held without the authorisation of the head teacher.</p>	



Staff training	<p>The following additional measures have been implemented for staff training:</p> <ul style="list-style-type: none"> <li>• Training is only delivered in person where it is critical to essential service delivery and practical aspects or practice exercises are required as part of the training. All other training is delivered online.</li> <li>• course content and delivery methods have been reviewed, group activities are not included, any close contact face to face tasks have been eliminated from the course where possible</li> <li>• Where close contact is needed e.g. restrictive physical intervention, staff will only undertake this practical activity with staff who are in their cohorted group where possible</li> <li>• Training protocols are provided, which includes checking in with participants each day on their arrival to ensure they do not have symptoms, information about actions to take if they become ill, universal hygiene expectations and how to move around the space, in and out of the room in order to maintain distances e.g. leaving in single file starting with the person nearest the door.</li> <li>• Everyone washes their hands, on arrival, prior to the commencement of training and at regular intervals during the day.</li> <li>• Training items are not shared between delegates, unless essential, for example, the practical use of equipment. Where equipment is shared, items are disinfected between users.</li> <li>• Breaks are planned to avoid mixing with other site users and delegates bring their own food. Delegates spread out.</li> </ul>	Y	Online training will be the method of delivery. No face to face training will be held during the autumn term. This will be reviewed if guidance changes.	
Staff rooms	Where available additional areas are used in order to avoid compromising cohorted staff groups.	Y	<p>Designated areas given to staff for lunch breaks etc. Where this is staggered it will be wiped down between use.</p> <p>Nursery in office            Reception in Nursery kitchen area            Year 1 cookery room            Year2 office area in mobile (must be cleaned after use as yr 5 use the space too)            Year 3 Staff room – socially distanced</p>	

			Year 4 Staff room – socially distanced. Year 5 office area in mobile Year 6 Meeting room (next to JT room) Office staff to use the staff room. P.E. staff to use Acorns Adaptations made for any staff with a disability.	
	Times of use for staff breaks are staggered to prevent staff groups from mixing	Y		
	Furniture has been arranged to encourage distancing and not sitting face to face	Y		
Events	Events other than those specified in the compliance code as being possible and legal will not be arranged	Y		
Parents evenings	Meetings are undertaken by telephone or internet.	Y	Arrangements will be made to send a mentoring form home via School Ping. Follow up 'meetings' will be by telephone.	

### Universal Hygiene Arrangements

#### **Cleaning and disinfection - CH**

Cleaning	If a surface is visibly dirty it is always cleaned prior to disinfection. Even where you use a dual product as described in the compliance code.	Y		
	Different cleaning equipment is provided for kitchens, toilets, classrooms and office areas.	Y		
	The setting has identified the specific cleaning methods for the items that require cleaning.	Y	Milton fluid used to wipe toys and objects. Soft play items kept to a minimum and left for 72 hours if possible between use. dressing up clothes washed each day.	



			<p>Outdoor areas cleaned daily with a mist spray.</p> <p>Classroom based learning resources where possible will be allocated to individual pupils (e.g bead strings). Where equipment is shared within a bubble it will be wiped down with disinfectant wipes or sprayed at the end of use.</p> <p>Any resources shared between bubbles will need disinfecting or setting aside for 72hrs between use. See resources section.</p>	
	<p>All Staff who under take cleaning:</p> <ul style="list-style-type: none"> <li>Will follow the instructions for cleaning products and disinfectants to ensure it is effective and to ensure that all of the surface has disinfectant applied and not to wipe items dry before the required contact time has been achieved.</li> <li>Are provided with disinfectant wipes to enable them to clean and disinfect contact points in teaching spaces and equipment between mains groups using them.</li> </ul>	Y	<p>Each class to have a supply of disinfectant wipes</p> <p>Staff to read cleaning instructions prior to use.</p>	
	<p>The setting will continue with their enhanced cleaning and disinfection arrangements that have already been put in place, including:</p> <ul style="list-style-type: none"> <li>Cleaning all touch points including those that are fixed to the premises (inside and out) twice a day as well as cleaning equipment, resources and surfaces in between sharing their use between each main group</li> <li><b>Secondary settings</b> -, the frequency of cleaning hand contact surfaces is increased</li> <li><b>Early years settings and settings where pupils may find it difficult to maintain personal hygiene</b> – the frequency of cleaning hand contact surfaces is increased</li> </ul>	Y	<p>Some resources brought out on a rotation basis. Additional cleaning of resources.</p> <p>Early years team to increase cleaning of surfaces in the setting.</p>	

	The COVID19 Educational Settings Cleaning and Disinfection supplementary information has been used to establish the requirements for educational resources and equipment	Y		
	A system has been put in place to store used equipment prior to cleaning in order to avoid inadvertent use between groups.	Y	Resources for the first half term should be in the bubbles from September where possible. Any resources used between bubbles should be cleaned if possible or left for 72 hours. Each class will have a box to place any items that need quarantining for 72hrs. This will be labelled with the date it was last used. Shared items can move between bubbles earlier than 72hrs if they have been disinfected. It is the responsibility of the staff member taking the equipment to disinfect it.	
Water coolers and drinking water	Where water coolers and drinking water is provided from a shared source, use must be supervised and the outlet wiped by a staff member between filling receptacles in order reduce the risk of cross contamination between filling.	Y	Water cooler in 6 Oak to be supervised and cleaned by staff. Drinking fountains turned off.	
Storage	Hand sanitiser that is not in use will be stored with other flammable cleaning equipment (please note: some types have an increased risk). This is particularly important where larger quantities are in storage	Y	Hand sanitiser stored in caretaker's cupboard	
Tissues and waste from bins provided	<ul style="list-style-type: none"> <li>• Tissues are provided in classrooms and other areas to ensure good respiratory hygiene.</li> <li>• Waste bins are provided in classroom and other key locations such as dining areas</li> <li>• Bins are emptied regularly throughout the day</li> <li>• Bins and tissues are provided in the same place</li> <li>• Waste bags for tissues are double bagged for disposal</li> </ul>	Y	Tissues provided to all classes. Bins with foot operated lids to be used to dispose of any tissues. Emptied at the end of each day.	



**Handwashing and respiratory hygiene arrangements**

<p>Handwashing</p>	<p>Good hand hygiene is supported by:</p> <ul style="list-style-type: none"> <li>• Staff are ensuring that handwashing is carried out more frequently than normal (pupils and staff) following the requirements of <i>COVID-19 guidance for all education settings</i> and <a href="#">NHS guidance</a> in an age appropriate way e.g. observing young pupils, instructing in the class</li> <li>• Event related prompts are given to pupils by staff.....<i>after..... before..... when</i> as a more effective means of promoting hand hygiene that fixed time prompts.</li> <li>• Supervision arrangements are in place to support pupils with handwashing where it is needed.</li> <li>• Skin friendly wipes such as baby wipes are provided as an alternative where children are not able to wash their hands due to age or health conditions.</li> <li>• Hand washing frequencies include: arrival, before and after eating, before and after breaks, going to the toilet, before leaving, after removing a face covering, after handling resources (including those taken home) and at other identified intervals determined by the setting in relation to the activities carried out.</li> <li>• Entrances are supervised on arrival in the morning to support hand sanitising on arrival.</li> <li>• Staff, pupils (and parents) are advised that handwashing must be carried out when they arrive at home</li> </ul>		<p>All children to be supervised washing hands and do this 1 at a time when possible. Sanitiser available in the classroom. Sessions to show them how to do this effectively as part of lessons especially for younger children. Daily reminders about hand washing, Use animation with younger age groups. Wash hand</p> <ul style="list-style-type: none"> <li>• when entering school</li> <li>• after going to the toilet,</li> <li>• before snacks</li> <li>• after playtime</li> <li>• before lunch</li> <li>• after lunch</li> <li>• before leaving and at other required intervals during the day.</li> </ul> <p>Children wipe their own work area, with anti-bacterial spray, when appropriate.</p>	
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	Hand sanitiser points are provided at key locations around the site including: at all entrance doors to the setting, at the entrance to toilet facilities, at the entrance to dining facilities, at points of high contact such as near non-automatic doors in corridors, lifts and stairs, classrooms, office facilities etc.	Y	Sanitiser stations are located at school entrances and in classrooms and offices. Paper towels in staff toilet areas.	
	Consideration has been given to outside points being provided in a manner that enables removal and securing at the end of the day e.g. on tables/temporary or movable stands etc.	Y	Outside sanitiser stations secured to school building	
	Hand sanitiser points have drip trays to deal with spillages and reduce the slip risk where applicable (such as those affixed to walls)	Y		
	Hand sanitiser is stored appropriately and safely according to pupil age and individual risks. Where the provision of hand sanitiser points presents a risk of ingestion, this risk is managed through pupil supervision (contact will be made with Health, Safety and Well-Being where this is not possible)	Y	Sanitiser stored in caretakers cupboard	
	All staff and pupils are regularly reminded about following <a href="#">Catch it, Kill it, Bin it</a> requirements. Tissues and bins are provided for use and handwashing is carried out after.	Y	As above	
	Pupils and staff are aware of the need to avoid touching their eyes, nose or mouth if hands have not been washed.	Y	Classes regularly reminded of this	
	Staff and pupils have been advised to avoid wearing rings (except for a plain band) in order to ensure thorough handwashing.	Y	Pupils not allowed to wear jewellery. Staff advised at training.	



Health Needs

Staff health - AJ

Individual assessment	All individuals requiring a specific risk assessment have been identified, risk assessments have been undertaken in line with <i>COVID-19 Your health and your safety when working in educational settings</i> and the <a href="#">template provided</a> is used to record conversations and agreed control measures.	Y	Risk assessment to be provided by a Play therapist or any other people providing intervention from other agencies.	
Wellbeing	Suitable supportive measures have been put in place for staff, for example, how to obtain well-being support		<p>AJ available for support for staff and pupils. SAND available used to share support materials for staff.</p> <p><a href="https://www.mentallyhealthyschools.org.uk/#">https://www.mentallyhealthyschools.org.uk/#</a></p> <p><a href="https://www.mentallyhealthyschools.org.uk/resources/supporting-staff-wellbeing-during-the-return-to-school/">https://www.mentallyhealthyschools.org.uk/resources/supporting-staff-wellbeing-during-the-return-to-school/</a></p> <p><a href="https://www.mentallyhealthyschools.org.uk/media/2207/rebuild-and-recover-staff-wellbeing.pdf">https://www.mentallyhealthyschools.org.uk/media/2207/rebuild-and-recover-staff-wellbeing.pdf</a></p> <p>SEE APPENDIX 5 SUPPORT FOR MENTAL HEALTH OF STAFF AND PUPILS</p> <p><b>CORONAVIRUS SUPPORT</b></p> <p><a href="https://www.mentallyhealthyschools.org.uk/getting-started/coronavirus-and-mental-health/">https://www.mentallyhealthyschools.org.uk/getting-started/coronavirus-and-mental-health/</a></p> <p><b>HEALTH AND WELLBEING TOO KIT 8</b></p>	



			<p><a href="https://www.mentallyhealthyschools.org.uk/media/2077/coronavirus-toolkit-return-to-school.pdf">https://www.mentallyhealthyschools.org.uk/media/2077/coronavirus-toolkit-return-to-school.pdf</a></p> <p><a href="https://www.place2be.org.uk/media/yesltwzt/primaryschoolresources.pdf">https://www.place2be.org.uk/media/yesltwzt/primaryschoolresources.pdf</a></p> <p><b>ANXIETY</b>  <a href="https://www.mentallyhealthyschools.org.uk/media/2025/coronavirus-anxiety-toolkit.pdf">https://www.mentallyhealthyschools.org.uk/media/2025/coronavirus-anxiety-toolkit.pdf</a></p> <p><b>DEALING WITH EFFECTS OF LOCKDOWN</b>  <a href="https://www.mentallyhealthyschools.org.uk/media/2035/coronavirus-dealing-with-effects-toolkit-5.pdf">https://www.mentallyhealthyschools.org.uk/media/2035/coronavirus-dealing-with-effects-toolkit-5.pdf</a></p> <p><b>RESILIENCE BUILDING</b>  <a href="https://www.mentallyhealthyschools.org.uk/media/2047/coronavirus-toolkit-6-resilience.pdf">https://www.mentallyhealthyschools.org.uk/media/2047/coronavirus-toolkit-6-resilience.pdf</a></p>	
	Where possible, flexible work practices have been put in place to promote a positive work-life balance for all staff.	Y	<p>Staff encouraged to work off site where possible</p> <p>Staff meetings via Google meet</p> <p>PPA can be done off site</p> <p>SAND and School PING can be used for communication</p> <p>SLT to be able to do some work from home by arrangement.</p>	
Symptoms	Staff will go home as soon as possible if they develop symptoms	Y	Ability to book test online	

COVID Testing	Staff are encouraged to have testing when they or a member of their household develop symptoms, this will reduce the need to self-isolate in the event of a negative test.	Y		
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***Pupil Health and planned close contact activities - AJ***

Symptoms	Pupils know what the main symptoms are and who to report to if they develop symptoms, no matter how mild	Y	Pupils encouraged to talk about symptoms in a supportive way Posters and visuals used in class to support this	
	Staff check with pupils regarding symptoms on their arrival and remain vigilant for developing symptoms throughout the day	Y	regular check in with children “How are you feeling today?”:	
	Arrangements are in place for the management of pupils who are not able to communicate their symptoms and staff are aware of these arrangements e.g. temperature checks	Y	pictorial feelings cards used with children with communication difficulties	
Increased supportive measures for pupils/ psychological needs	The measures detailed in <a href="#">Guidance to Support Positive Behaviour</a> have been implemented.	Y	file:///C:/Users/Anjela/Downloads/Guidance%20for%20Positive%20Behaviour.pdf  Behaviour policy to be updated by 7th Sept and shared with staff /parents and pupils	
	Individual Support plans have been reviewed for pupils where required, for example for pupils who are: less able to report symptoms; cannot follow strict hygiene; display behaviours that are challenging to manage in the current context and require close contact tasks. Plans are agreed with staff (parent and pupil where required).	Y	To be updated by the end of the first full week in school when children have been assessed on return JF and AJ to complete	
	Support plans include: <ul style="list-style-type: none"> <li>• Specific cleaning and disinfection requirements such as changing beds and wheelchairs.</li> <li>• Ensuring that staff increase their level of self protection,</li> <li>• Ensure that the pupil washing their hands before and after where able to or use skin friendly handwipes before and after</li> </ul>	Y	To be reviewed by SENCo in partnership with TA’s and Teachers	



	<ul style="list-style-type: none"> <li>• Checking that the person does not have symptoms as detailed in the compliance code.</li> </ul>			
	Staff are aware of the required infection control measures and understanding that the normal PPE that would have previously been used is still required.	Y	On individual plans for children	
Pupil well-being, mental health and behaviour	Arrangements are in place to ensure that mental health and well-being difficulties for pupils as a result of their experiences while staying at home. This may particularly be the case for vulnerable children, including those with a social worker and young carers.	Y	See Appendix 5	
	Support will be provided for: pupils who need support to re-adjust to school, those who may be reluctant to return, those showing signs or more severe anxiety and depression.	Y	Monitored by Wellbeing team and plans put in place where needed. Weekly wellbeing meeting	
	The existing arrangements will be followed for supporting students who are distressed and where safeguarding issues come to light.	Y	Monitored by Wellbeing team and plans put in place where needed. Weekly wellbeing meeting	
	Pupils are encouraged to understand that it is normal to experience different reactions and are encouraged to discuss their questions and concerns. It is important to contextualise these feelings as normal responses to an abnormal situation.		See Appendix 5 JIGSAW curriculum for PSHE	
	Available resources are used to identify and support students and staff who exhibit signs of distress.		See Appendix 5 JIGSAW curriculum for PSHE	
	The training module on <a href="#">teaching about mental wellbeing</a> , will be completed by those staff who require this.		<a href="https://www.gov.uk/guidance/teaching-about-mental-wellbeing">https://www.gov.uk/guidance/teaching-about-mental-wellbeing</a>  See Appendix 5 JIGSAW curriculum for PSHE	
	Behaviour will be managed as it normally would in order to encourage universal hygiene and new safety arrangements.		<b>Explaining Covid -19 to children</b>  <a href="https://youtu.be/gxwslU2eGH0">https://youtu.be/gxwslU2eGH0</a>	



			<p><a href="https://youtu.be/KirHm_sYfI">https://youtu.be/ KirHm_sYfI</a></p> <p><a href="https://youtu.be/WKS_WMwis9k">https://youtu.be/WKS_WMwis9k</a></p> <p><a href="https://youtu.be/RHnU6LTWh6g">https://youtu.be/RHnU6LTWh6g</a></p> <p><b>Social distancing</b>  <a href="https://youtu.be/3nQgTywKmvQ">https://youtu.be/3nQgTywKmvQ</a></p> <p><a href="https://www.facebook.com/villageprimarythornaby/videos/1982995221836366/">https://www.facebook.com/villageprimarythornaby/videos/1982995221836366/</a></p> <p><a href="https://youtu.be/Ypm34dEGa2o">https://youtu.be/Ypm34dEGa2o</a></p> <p><b>Hand washing songs</b>  <a href="https://youtu.be/dDHJW4r3eIE">https://youtu.be/dDHJW4r3eIE</a></p> <p><a href="https://youtu.be/S9VjeIWLnEg">https://youtu.be/S9VjeIWLnEg</a></p> <p>Ebug  <a href="https://campaignresources.phe.gov.uk/schools">https://campaignresources.phe.gov.uk/schools</a></p>	
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**Communication and Involvement**

**General Arrangements - DW**

General Arrangements	Arrangements have been put in place to ensure communication and collaboration between pupils, staff, staff representatives (e.g. unions) and parents. Communication routes are publicised and have been formally planned.	Y	<p>Email for all pupils</p> <p>Year group emails to staff</p> <p>Messenger service via social media</p> <p>HT incontact with County and governors regularly via phone and email.</p> <p>Tapestry for EYFS</p> <p>Text system via Pupil Asset and School Ping</p>	
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			Facebook page School website learning and communication information. Staff meeting before return to school for all staff Letter sent to families with return plans	
	The template letter (Communicating arrangements with parents and parent engagement (primary and Early Years or Secondary Settings) has been completed and sent to all parents/Carers, where required the setting has added additional information that has been identified in this risk assessment.			
Visitors	Information about visitor arrangements are displayed in a suitable place where necessary, including information about social distancing, hygiene and not attending the person has symptoms. Where possible this information is also shared on the setting website or directly with visitors in advance.	Y	On entry points to the school. The school site is very secure and only has 2 entry points that are not accessible to visitors. Any visitors will need to be by appointment only and will only be given access if strictly necessary to the safe running of the school. Information will be shared in advance with visitors.	
Communicating safety arrangements	Site signage has been reviewed, referring to the following: <a href="#">temporary signs</a> for outside space	Y	Signs displayed	
	Site changes such as entrances and exits will be identified where required	Y	Additional entrance made for reception children.	
	Communication will include the use of recommended information on notice boards and throughout the setting, for example, handwashing, key staff notices	Y		
	The arrangements that have been put in place have considered additional and inclusive support measures where needed, for example, routes have been marked in braille or with other meaningful symbols.	NA		



	Instructions have been given to all users of hand sanitiser to ensure that they allow it to dry before going near to ignition sources or touching any surfaces as well as <a href="#">How to hand rub</a> .	Y		
	The <a href="#">COVID-19 Secure in 2020</a> notice is displayed to confirm that all required measures have been implemented.	Y	On the notice board at the entrance and at reception.	

**Staff Instruction - DW**

All staff instruction	Staff have been instructed on the nature of COVID-19 and its transmission. The principles which are outlined in the compliance code and the local arrangements in place have been discussed with all staff and they have confirmed they understand the reason for the control measures that are required. A record is maintained by the setting which details all of the specific areas of instruction and training that have been provided for all members of staff.		Staff briefing on iNSET day. All RA docs and Compliance Code place in shared google drive to which all staff has access Discussed in virtual staff meeting Records kept in google drive	
	All staff have confirmed that they are confident in applying the control measures identified in this assessment.	Y		
	Staff have received appropriate instructions in relation to the specific measures that have been put in place in the setting (as detailed in this assessment) prior to the recovery phase.	Y		
	Staff have been advised that there is no need for anything other than normal personal hygiene and washing of clothing following a day in school.	Y	All staff have read and had the chance to contribute to this RA.	
	Staff have been involved in the practical implementation of this guidance (remotely where they are currently not in the setting).	Y		
	Staff have been given the opportunity to discuss and resolve any concerns that they have (prior to opening and during school activities).	Y	Prior to school opening through advance sharing of those document and on the Inset day	

	Staff have received instruction in the actions to take if they or a member of their household develops symptoms, how to arrange for testing and will share test results as soon as they are available.	Y		
	Staff confirm they will follow instructions that they are provided as a result of being advised to isolate through tracing arrangements.	Y		
	The setting has ensured that particular attention has been paid to new/inexperienced staff, trainees and those with additional significant role changes.	Y	No significant role changes.	

**Behaviour policy -AJ/JF**

Reviewing current policy	The behaviour policy has been updated to reflect the new arrangements and site rules have been adapted to the circumstances as a result of this specific arrangements review.		To be reviewed on 4th Sept and implemented on 7th September	
	Arrangements are in place to ensure a consistent approach is applied where rules are broken as well as reinforcing positive behaviour.		To be reviewed on 4th Sept and implemented on 7th September	

**Pupil involvement and communication- CH**

Championing COVID-19 measures	Pupil Social Distancing and Universal Hygiene Champions have been considered and appointed in order to promote and reinforce the requirements, supporting staff and peers in line with the guidance in <i>COVID-19 guidance for all education settings</i> .	Y	All staff and pupils expected to champion good hygiene and social distancing.	
	Pupils and staff have contributed towards how these new roles will support the schools aims	Y		
	School champions understand the universal hygiene arrangements in the school, why they are important and how to promote them.	Y	Staff training to take place at the beginning of the autumn term. Teachers to explain and implement new routines with their class during the first week back in the Autumn term.	



Pupil information	All information is provided to pupils in an honest, age-appropriate manner.	Y		
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**Educational tools - AJ**

Infection control education	<p>Age appropriate education is used to encourage pupils to:</p> <ul style="list-style-type: none"> <li>become advocates for disease prevention and control at home, in school, and in their community by talking to others about how to prevent the spread.</li> <li>encourage pupils to follow social distancing, increased hand washing and information about developing symptoms of viruses</li> </ul>	Y	<p><b>Explaining Covid -19 to children</b></p> <p><a href="https://youtu.be/gxwslU2eGH0">https://youtu.be/gxwslU2eGH0</a></p> <p><a href="https://youtu.be/KirHm_sYfl">https://youtu.be/KirHm_sYfl</a></p> <p><a href="https://youtu.be/WKS_WMwis9k">https://youtu.be/WKS_WMwis9k</a></p> <p><a href="https://youtu.be/RHnU6LTWh6g">https://youtu.be/RHnU6LTWh6g</a></p> <p><b>Social distancing</b></p> <p><a href="https://youtu.be/3nQgTywKmvQ">https://youtu.be/3nQgTywKmvQ</a></p> <p><a href="https://www.facebook.com/villageprimarythornaby/videos/1982995221836366/">https://www.facebook.com/villageprimarythornaby/videos/1982995221836366/</a></p> <p><a href="https://youtu.be/Ypm34dEGa2o">https://youtu.be/Ypm34dEGa2o</a></p> <p><b>Hand washing songs</b></p> <p><a href="https://youtu.be/dDHJW4r3eIE">https://youtu.be/dDHJW4r3eIE</a></p> <p><a href="https://youtu.be/S9VjeIWLnEg">https://youtu.be/S9VjeIWLnEg</a></p>	
	<p>The following resources are used where appropriate:</p> <ul style="list-style-type: none"> <li><a href="#">e-Bug</a> resources to teach pupils about hygiene.</li> <li><a href="#">the Educational Settings poster</a></li> <li>the <a href="#">Coronavirus Toolkit for Professionals</a> which contains campaign materials.</li> </ul>	Y	<p>Ebug</p> <p><a href="https://campaignresources.phe.gov.uk/schools">https://campaignresources.phe.gov.uk/schools</a></p> <p><a href="https://www.norfolk.gov.uk/what-we-do-and-how-we-work/campaigns/coronavirus-toolkit-for-professionals">https://www.norfolk.gov.uk/what-we-do-and-how-we-work/campaigns/coronavirus-toolkit-for-professionals</a></p>	



	Additional information used to educate pupils is taken from trusted sources such as <a href="#">InfoSpace</a> or <a href="#">Norfolk Schools</a> (which both contain the same COVID-19 information) and <a href="#">Public Health England</a> .	Y	Ebug <a href="https://campaignresources.phe.gov.uk/schools">https://campaignresources.phe.gov.uk/schools</a>	
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**Offices and other work spaces - CH**

	<p>The following measures are applied where staff cannot work from home:</p> <ul style="list-style-type: none"> <li>● Furniture has been rearranged/marked as not to be used to prevent face to face working and create separation to enable distancing of staff.</li> <li>● Rooms are well ventilated (see section on ventilation)</li> <li>● Staff are cohorted in consistent working groups</li> <li>● Unnecessary items have been removed to support effective cleaning of the area</li> <li>● Hot desking is avoided</li> <li>● desks near busy circulation spaces are not used</li> <li>● Shared equipment has been moved to reduce group mixing such as printer location</li> </ul>	Y	<p>Staff all allocated to bubbles Windows will be open in classrooms and doors propped open. Rooms have been decluttered Office staff have own desks and maintain social distancing</p>	
	<p>The following measures are implemented where the above measures cannot be followed:</p> <ul style="list-style-type: none"> <li>● additional work spaces are be allocated where possible</li> <li>● sharing of workspace is minimised and workspaces are thoroughly cleaned between users.</li> <li>● Consideration is given to individual risk assessments when considering who occupies different workspaces and shared facilities</li> </ul>	Y	Copiers will be wiped down between use using anti bacterial wipes	



	<ul style="list-style-type: none"> <li>Screens are installed as a last resort</li> </ul>			
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**Planning for emergencies - CH**

Fire evacuation	A fire drill is planned for the first week of term	Y	To be carried out at the end of the first full week in school when all children are back.	
	Fire assembly points have been reviewed to ensure that pupils do not gather in groups, where required, separate assembly points have been introduced in order to prevent large gatherings in one place.	Y	All classes (except Nursery) to assemble on the rear playground. Bubbles will be socially distanced. Fire evacuation plan reviewed - exits and assembly points established to allow for social distancing at all times. Evacuation drill will be conducted on return.	
	Fire drills that are carried out encourage social distancing.	Y		
	Staff and pupils understand that in an emergency they must leave without delay	Y		
First aid – all settings	Pupils with specific first aid requirements only attend where the appropriate first aid can be provided	Y		
	Where staff hold a first aid certificate (paediatric, general or emergency first aid) that expired on or after 16 March 2020, and requalification cannot be accessed because of coronavirus, the setting can: <ul style="list-style-type: none"> <li>Explain why requalification hasn't been possible</li> <li>Demonstrate the steps taken to access training.</li> </ul>	Y	Paediatric training has been undertaken in July. First aid training booked for the autumn term??	
	Normal first aid cover identified in the First Aid Risk Assessment is provided.	Y		
	Staff who require refresher training use <a href="#">Basic First Aid Skills</a> information and familiarised themselves with the relevant areas they may be required to use.	Y	First aid trained staff have refreshed over the summer term.	

	To support social distancing, staff will instruct an injured person about what to do for minor injuries if it is age appropriate	Y		
	Where close contact is required the first aider uses PPE as outlined in Personal Protective Equipment Guidance	Y	Guidance shared with first aid staff in video and in briefing.	

**PPE and face coverings - CH**

PPE	Arrangements are in place to ensure that PPE guidance is applied in line with the circumstances that are outlined only.	Y		
Face coverings	Pupils have been advised that it is mandatory to wear face coverings on public transport and where the exemptions to this apply	Y	Communicated to parents through usual channels.	
	<p>Arrangements are in place for the safe removal of face coverings on arrival at the setting which has been communicated to pupils and staff including:</p> <ul style="list-style-type: none"> <li>The wearer must not touch the front of their face during use or when removing the face covering.</li> <li>They must bring a bag or other suitable receptacle with them to place the covering in or dispose of it in a bin.</li> </ul> <p>They must perform hand hygiene on arrival at the setting and after removing their face covering.</p>	Y	Staff on gate duty will monitor and explain process. Parents informed of process by schoolPing.	

**Review of existing assessments - CH**

	The setting regularly reviews their arrangements in line with compliance code updates	Y	Reviewed weekly at SLT and staff meetings and	
	Review arrangements ensure that the control measures are effective and working as planned.	Y	as above	

**Any other actions that are not listed above**

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<b>Assessor's Name:</b>	<b>Manager's Name:</b>
<b>Position:</b>	<b>Position:</b>
<b>Signature:</b>	<b>Signature:</b>

**Appendix 1 - Staggered return to school times**

Week beginning 7/9/2020

Mon - Y5/6

Tue - Y3-6

Wed - Y1-6 (sibling stagger time starts)

Thu - Whole school

**Appendix 2 - Staggered start and finish times**

Year group	Start time	Finish time	Where to line up
Reception group 1	8.50am	12.30am (week 1 only) 2.50 when full time	Go to class through new gate



Reception group 2	9.10am	12.40am (week 1 only) 3.10 when full time	Go to class through new gate
Year 1	9.10am	3.30pm	Limes – Row D Lemons – Row E
Year 2	9.10am	3.30pm	Damson – Row A Peaches – Row B
Year 3	9.00am	3.20pm	Pine – Row D Hazel – Row E
Year 4	9.00am	3.20pm	Beech – Row A Rowan – Row B
Year 5	8.40am	3.00pm	Hazel – Row A Maple – Row B
Year 6	8.40am	3.00pm	Oak – Row D Willow – Row E



<p>Siblings (families with children in more than one year group)</p>	<p>8.50am</p> <p><i>TA from Y1-Y5 to be on front playground at 8.50am to bring children to rooms.</i></p>	<p>3.10pm</p>	<p>Reception – Parents to take to class using black gate</p> <p>Year 1 – Row A</p> <p>Year 2 – Row B</p> <p>Year 3 -- Row C</p> <p>Year 4 – Row D</p> <p>Year 5 – Row E</p> <p>Year 6 – Straight to class</p>
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Start Time	Finish Time	Group	Line A	Line B	Line C	Line D	Line E
8.40	3.00	Years 5 & 6	Birch	Maple		Oak	Willow
8.50	3.10	Brothers & Sisters	Year 1 (Reception to class)	Year 2	Year 3	Year 4	Year 5 (Year 6 go to class)
9.00	3.20	Years 3 & 4	Beech	Rowan		Pine	Hazel



9.10	3.30	Years 1 & 2	Damson	Peach		Lime	Lemon
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**Appendix 3 - Break and lunch arrangements**

Break / Lunch		MSA cover	
11.45 – 12.30	REC	Rebecca Bell Bernie Brooks Anne Durrant	Small playgroup behind gates  <u>Mini-garden:</u> Staff TH&DG AA / ER / LR / AM (Fri only) / WDC
10.00-10.15 11.45 – 12.30	Yr1		Front Playground
10.15 - 10.30 back (coned) 11.45 – 12.30	Yr2		Back Playground
10.15-10.30 front 12.35 – 1.20	Yr3		20 mins eat lunch then 12.55 out on field or front playground if muddy
10.15-10.30 back (coned) 12.35 – 1.20	Yr4		20 mins eat lunch then 12.55 out on field or back playground if muddy

10.35 - 10.50 back 12.35 – 1.20	Yr5		25 mins playtime out on field or back playground if muddy 1.00pm - 20 mins eat lunch
10.35-10.50 front 12.35 – 1.20	Yr6		25 mins playtime out on field or front playground if muddy 1.00pm - 20 mins eat lunch

**Appendix 4 - Norfolk County Guidance link**

<https://www.schools.norfolk.gov.uk/coronavirus/health-safety-and-wellbeing>

**APPENDIX 5 WELLBEING OF STAFF / PUPILS AND PARENTS**

RETURN TO SCHOOL TOOL KIT

<https://www.mentallyhealthyschools.org.uk/media/2077/coronavirus-toolkit-return-to-school.pdf>

HOW TO BRING THE COMMUNITY BACK TOGETHER

<https://www.place2be.org.uk/media/yesltwzt/primaryschoolresources.pdf>

STAFF WELLBEING

<https://www.mentallyhealthyschools.org.uk/media/2207/rebuild-and-recover-staff-wellbeing.pdf>

REFRAMING AND MANAGING DIFFICULT THOUGHTS AND FEELINGS FOR STAFF

<https://www.mentallyhealthyschools.org.uk/media/2203/recovery-curriculum-reframing-thoughts-staff.pdf>

REFRAMING AND MANAGING DIFFICULT THOUGHTS AND FEELINGS FOR CHILDREN

<https://www.mentallyhealthyschools.org.uk/media/2201/rebuild-and-recover-reframing-thoughts.pdf>

HOW TO RECOGNISE STRESS IN CHILDREN

<https://www.mentallyhealthyschools.org.uk/resources/child-stress/>

HOW TEACHERS CAN HELP CHILDREN REFLECT ON LOCKDOWN

<https://www.mentallyhealthyschools.org.uk/media/2192/reflecting-on-lockdown-activity.pdf>

BRAIN BREAKS - HOW TO HELP CHILDREN MANAGE LONG PERIODS OF CONCENTRATION FOLLOWING LOCKDOWN

<https://www.mentallyhealthyschools.org.uk/media/2188/rebuild-and-recover-brain-breaks.pdf>

HOW TEACHERS CAN HELP WITH ANXIETY



<https://www.mentallyhealthyschools.org.uk/media/2205/rebuild-and-recover-separation-anxiety-tools-for-teachers.pdf>

HOW PARENTS CAN HELP WITH GENERALISED ANXIETY AND SEPARATION ANXIETY

<https://www.mentallyhealthyschools.org.uk/media/2199/rebuild-and-recover-anxiety-tools-for-parents.pdf>

<https://www.mentallyhealthyschools.org.uk/media/2190/rebuild-and-recover-separation-anxiety-parent-tips.pdf>

HELPING WITH SELF ESTEEM

<https://www.parentingni.org/wp-content/uploads/2015/07/self-esteem-top-tips-db-sided-a6-170gsm-uncoated.pdf>

CHILDREN MANAGING STRESS

<https://www.parentingni.org/wp-content/uploads/2018/05/Coping-with-Stress-for-Kids.pdf>