

**Coronavirus (COVID-19): Risk Assessment Action Plan for potential opening from 1st June 2020
Herefordshire Council**

Cradley Primary School

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| Assessment conducted by: Donna Jones | Job title: Head teacher | Covered by this assessment: |
| Date of assessment: 1st September 2020 | Date of next review: 7th September reviewed by VG | |

The sole purpose of this risk assessment is to support schools in preparing for the return of all children to school **while reducing the risk of coronavirus transmission.**

- For the purpose of this risk assessment, the term ‘coronavirus’ to refer to coronavirus disease 2019 (COVID-19).
- Schools must ensure that this risk assessment reflects the local setting and context of the school. Staff must be consulted with regard to this risk assessment.
- This risk assessment is not exhaustive and is issued to schools as a template to assist in the production of a comprehensive document that covers the particular circumstance of the setting – **as such, the risks and risk controls should be deleted/amended/added-to to reflect the school.**
- This should be viewed alongside relevant advice and guidance from the Department of Education and reflect any additional subsequent guidance issued to schools.
- For further reference, <https://www.gov.uk/government/latest?departments%5B%5D=department-for-education>, including the documents below, issued on the 11 May 2020:
 - [Coronavirus \(COVID-19\): guidance for schools and other educational settings](#)
 - [Details on phased wider opening of schools, colleges and nurseries](#)
 - [Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)
 - [Actions for educational and childcare settings to prepare for wider opening from 1 June 2020](#)
 - [What parents and carers need to know about schools and other education settings during the coronavirus outbreak](#)

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| Key: | |
| Level of risk prior to control | Identifies the risk before any steps to reduce the risk have been taken |
| Risk Description: | Outlines the area of concern. This list is not exhaustive and schools should add/amend/delete where appropriate e.g. risks for pupils with complex needs. |
| Risk Controls: | The measures that will be taken to minimise the risk. These are generic and should be adapted for the school context. |
| Impact: | Could be L/M/H or numeric, depending on what is used in the school setting. |
| Likelihood: | Could be L/M/H or numeric, depending on what is used in the school setting. NB IF IMPACT AND LIKELIHOOD ARE BOTH HIGH, THEN THE ACTIVITY SHOULD BE STOPPED UNTIL ADDITIONAL CONTROL MEASURES ARE PUT IN PLACE. |
| Responsible person: | The identified staff member(s) responsible for implementing the risk controls. |
| Completion Date: | The date by which required plans for controls will be in place. To support planning, identify which controls need to be in place before pupils return to the setting. Individual schools can then personalise to their own setting. |
| Line Manager Check: | Sign off to ensure that the risk has been minimised as far as possible. |

| Risk Description/Area of Concern | Level of risk prior to control <> | Risk Controls | Level of risk is now <> | Likelihood <> | Responsible person | Planned completion Date |
|---|-----------------------------------|---|-------------------------|---------------|--------------------|-------------------------|
| The school lapses in following national guidelines and advice, putting everyone at risk | unknown | <p>To ensure that all relevant guidance is followed and communicated:</p> <ul style="list-style-type: none"> • The school to keep up-to-date with advice issued by, but not limited to, DfE, NHS, Department of Health and Social Care and PHE, and review its risk assessment accordingly • Information on the school website is updated. • Pupils updated via classrooms/email/text as necessary. • Any change in information to be shared with Chair of Governors and passed on to parents and staff by email <p>As a result, the school has the most recent information from the government, and this is distributed throughout the school community.</p> | low | low | DJ/VG | Ongoing |
| Poor communication with parents and other stakeholders | unknown | <ul style="list-style-type: none"> • All staff/pupils aware of current actions and requirements and reminded frequently using school communication systems Scholar pack and Tapestry. • Headteacher to share risk assessment with all staff • Parents notified of risk assessment and shared with parents via website. <p>As a result, all pupils and all staff working with pupils are adhering to current advice.</p> | low | low | DJ/VG | Ongoing |

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|--|-----------------------------------|--|-------------------------|---------------|--------------------|-------------------------|
| Lack of awareness of policies and procedures | unknown | <ul style="list-style-type: none"> • School leaders will ensure that all policies impacted on by coronavirus controls are updated • All staff, pupils and volunteers will make themselves aware of all relevant policies and procedures including, but not limited to, the following: <ul style="list-style-type: none"> - Health and Safety - First Aid procedures - Nappy Changing policy - Behaviour policy • All staff have regard to all relevant guidance and legislation including, but not limited to, the following: <ul style="list-style-type: none"> - The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 - The Health Protection (Notification) Regulations 2010 - Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities' - DfE and PHE (2020) 'COVID-19: guidance for educational settings' • The relevant staff receive any necessary training that helps minimise the spread of infection, e.g. infection control training. • Staff are made aware of the school's infection control procedures in relation to coronavirus via Return to school plan • Parents are made aware of the school's infection control procedures in relation to coronavirus via letter/social media/poster at entrance to school – they are informed that they must contact the school as soon as possible if they believe their child has been exposed to coronavirus • Pupils are made aware of the school's infection control procedures in relation to coronavirus via a coordinated programme of delivery from staff on the morning of the 1 June | low | low | <u>DJ/VG/LS</u> | ongoing |

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| | | <p>2020. All are informed that they must tell a member of staff if they begin to feel unwell</p> <ul style="list-style-type: none"> • Daily electronic briefing issued to staff. <p>As a result, all staff and pupils are aware of the policies and procedures in place to keep themselves safe in school.</p> | | | | |

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| Poor hygiene practice in school - general | unknown | <ul style="list-style-type: none"> • Posters are displayed at the entrance to the school, around school and in every classroom reminding staff, pupils, parents and visitors of the hygiene practice required in school (e.g. washing hands before entering and leaving school) • Pupils to wash their hands with soap before and after break times and lunchtimes for no less than 20 seconds • Teachers to reiterate key messages in class-time (when directed) to pupils to: <ul style="list-style-type: none"> - Cover coughs and sneezes with a tissue, - To throw all tissues in a bin - To avoid touching eyes, nose and mouth with unwashed hands. • Additional alcohol-based sanitiser (that contains no less than 60 percent alcohol) and tissues to be provided for the school reception area, dining hall, classrooms and other key locations for staff, pupils and visitors • Infection control procedures are adhered to as far as possible in accordance with the DfE and PHE's guidance • Sufficient amounts of soap (or hand sanitiser where applicable), clean water, paper towels and waste disposal bins are supplied in all toilets and kitchen areas • Hand washing facilities are supervised by staff when pupils are washing their hands to avoid overcrowding in hand washing areas • Pupils and staff do not share cutlery, food, drinks. Staff must be responsible for washing up and putting away cutlery and utensils or use the dish washer. • All utensils are thoroughly cleaned before and after use • Cleaners are employed by the school to carry out additional cleaning. Door handles, doors and toilets are cleaned before | low | low | <u>DJ</u> | ongoing |

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| | | <p>lunch, tables cleaned before and after lunch and paper/hand towels are refilled regularly daily.</p> <p>As a result, all pupils and staff are adhering to high standards of hygiene to minimise risk of transmission.</p> | | | | |

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| Poor hygiene practice – specific – school entrance | unknown | <ul style="list-style-type: none"> • Clear signage in place regarding social distancing • Barriers/screens to be used by reception staff when dealing with parents/visitors/contractors • Areas touched to be wiped down • Discourage parents from entering the school building • Rearrange furniture in reception area to facilitate social distancing. <p>As a result, reception staff are protected.</p> | low | low | <u>DJ</u> | ongoing |
| Poor hygiene practice – specific – office spaces | unknown | <ul style="list-style-type: none"> • Start and end times for administrative staff are staggered to support social distancing • Tissues/hand sanitiser to be available in office locations • Staff to wash hands on arrival at school • Each individual is responsible for wiping down their own work area before and after use. <p>As a result, office practice in office spaces limits the risk of the spread of any infection.</p> | low | low | <u>DJ</u> | ongoing |

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| <p>Poor hygiene practice – specific - spread of potential infection at the start of the school day</p> | <p>unknown</p> | <p>In line with government advice:</p> <ul style="list-style-type: none"> • Issue information to young people, parents, carers and visitors not to enter the school if they display any symptoms of coronavirus • Issue information to parents about arrival and departure procedures, including safe drop-off and pick-up • Inform each year group and their parents of their allocated times for the beginning and end of their school day. All children to arrive between 8.30 and 8.45 and enter school at different doors as detailed in the Return to school plan. All children to be collected at 3pm from different exit points. • Nursery to arrive between 8.45 and 9.00am and be collected from the Nursery playground at 2.45. • Inform each year group and their parents of the allocated entrance and exit points to school and where they should go on arrival • Pupils to be supervised in accessing hand-washing facilities on arrival, ensuring that pupils queue while maintaining social distancing as they wait for facilities • All staff to wash hands on arrival in school • Make it clear to parents and pupils that they cannot congregate at the front of school prior to the start of the school day • Make parents and pupils aware of government recommendations with regard to transport. Inform parents and pupils of restrictions and plans relating to school transport • Issue information to pupils in relation to restrictions on their movement around the site • Sufficient supplies of hand-washing supplies should be provided to accommodate this procedure at the start of the day. <p>As a result, the risk of infection is reduced as pupils and staff arrive at school.</p> | <p>low</p> | <p>low</p> | <p><u>DJ</u></p> | <p>ongoing</p> |

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| Poor hygiene practice – specific – toilet/changing facilities | unknown | <ul style="list-style-type: none"> • Staff to wear additional PPE when supporting pupils with toileting routines – mask, gloves, apron • All changing surfaces to be cleaned before and after each use • Nappies/soiled items to be disposed of in yellow bags • Staff to follow specific intimate care procedures detailed on individual care plans where necessary. • Any soiled clothes are put into a plastic bag (double bagged) and sent home. <p>As a result, safe practices are followed and the risk of infection is reduced for staff and pupils.</p> | low | low | DJ | ongoing |
| Poor hygiene practice – specific - end of the school day. | unknown | <ul style="list-style-type: none"> • Issue information to parents about departure procedures, including safe pick-up • Inform pupils and their parents of the allocated exit points and pick up points. Class 2 – hall door, Class 1 nursery door, Class 3 and 4 playground Class 5 classroom door • Make it clear to parents and pupils that they cannot congregate at the front of school/in the playground prior to the end of the school day. If waiting to collect pupils, parents are to remain in cars and park safely • Make parents and pupils aware of government recommendations with regard to transport. Inform parents and pupils of restrictions and plans relating to school transport and potential road closures. | Low | Low | DJ | Ongoing |

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| Ill health in school. | unknown | <ul style="list-style-type: none"> • Staff are informed of the symptoms of possible coronavirus infection, e.g. a cough, loss of or change in taste. and high temperature, and are kept up-to-date with national guidance about the signs, symptoms and transmission of coronavirus • Appropriate PPE is sourced and guidance on its location, use and disposal issued to staff in line with government guidance on what to do if a pupil or staff member becomes unwell • All staff are informed of the procedure in school relating a pupil becoming unwell in school • Any pupil who displays signs of being unwell is immediately taken to the conservatory and parents are called. • Any staff member who displays signs of being unwell immediately refers themselves to a member of SLT and is sent home • School admin team to contact parents. Parents advised to follow the COVID-19: Guidance for households, including accessing testing • If a pupil needs to use the bathroom, they should use a separate bathroom (male staff toilet) which will be cleaned after use. • Pupils displaying symptoms of coronavirus do not come in to contact with other pupils and as few staff as possible, whilst still ensuring the pupil is safe. A facemask should be worn by the supervising adult if a distance of 2 metres cannot be maintained • If contact with a child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If there is a risk of splashing, eye protection should also be worn • The relevant member of staff calls for emergency assistance | | | <u>DJ</u> | |

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| | | <p>immediately if the pupil's symptoms worsen</p> <ul style="list-style-type: none"> • Unwell pupils who are waiting to go home are supervised in the conservatory where they can be at least two metres away from others and ventilated • Areas used by unwell pupils who need to go home are identified as out of bounds, thoroughly cleaned and disinfected once vacated. • Members of staff or pupils showing signs should get themselves tested by contacting 111 for guidance or by using the self referral via the government website. • They can only return if the test results come back negative or wait the required 14 days. <p>As a result, any member of the school community who becomes unwell, is isolated quickly and appropriate action is taken to minimise the risk of infection.</p> | | | | |

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| <p>Poor management of pupil numbers reduces the ability of pupils and staff to practice social distancing.</p> | <p>unknown</p> | <ul style="list-style-type: none"> • All children are expected to return to school. • Classrooms to be cleared of any unnecessary / surplus furniture. • Children in Year 1 to 6 to sit side by side and facing the front. • Timetable reviewed and refreshed and programme communicated to teachers and staff • Where possible, pupil movement to be limited to make social distancing easier and specialist teachers to move between allocated classrooms • Leaders to consider how best to supplement remote education with face-to-face support for children who are self isolating. <p>As a result, staff and pupils are clear about where they should be, the times that they should be there and what they are delivering.</p> | <p>low</p> | <p>low</p> | <p><u>DJ</u></p> | <p>ongoing</p> |
| <p>A pupil is tested and has a confirmed case of coronavirus.</p> | <p>unknown</p> | <p>In line with government advice:</p> <ul style="list-style-type: none"> • The rest of the class/group should be advised to self-isolate for 14 days • The Headteacher will contact PHE. Then PHE's local protection teams to conduct a rapid investigation and will advise school on appropriate action. <p>As a result, school leaders taken appropriate action in the event of a confirmed case of coronavirus.</p> | <p>low</p> | <p>low</p> | <p><u>DJ</u></p> | <p>ongoing</p> |

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| Insufficient staff to run face-to-sessions for pupils. | unknown | <ul style="list-style-type: none"> Leaders to ensure that they have a complete list of extremely vulnerable adults for their school Protocols for staff to inform leaders if they need to self-isolate are clearly in place Leaders ensure there is a rota in place for cover in the instance that staff have to self-isolate. <p>As a result, sufficient staff cover in place to provide the face-to-face support sessions for pupils.</p> | low | low | DJ | ongoing |
| Pupil movement between lesson, at breaktime and lunchtime increases the risk of infection. | unknown | <ul style="list-style-type: none"> Staggered starts to be put in place for breaktime and lunchtime One-way circulation where possible to be put in place for pupils arriving and leaving shared lunch space/lessons. N/a at the moment Allocated outdoor areas for each Key stage to be identified for breaktime and lunchtime Lunchtime to be staggered for different key stages 11.45am KS1 12.30 KS2 12.15p Pupils advised not to play contact games at breaktime or lunchtime. Ball games and shared outdoor equipment to be used in KS bubbles Pupils to be supervised in washing hands or sanitising before and after lunch. All children will have a packed lunch, to eat in classrooms to reduce movement and maintain social distancing. <p>As a result, the risk of infection during unstructured time is reduced.</p> | low | low | DJ | ongoing |

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| Spread of infection in classrooms/shared areas. | unknown | <ul style="list-style-type: none"> • All soft furnishings and items that are hard to clean to be kept within classes. • Pupils to be directed to specific seats in classrooms and to maintain seats during the day as far as possible • Tissues and hand sanitiser to be located in each classroom/learning space • Bins to be emptied at least once daily in classrooms. • Contact with communal surfaces, such as door handles etc to be minimised. Doors to be kept open • Where possible, windows to be opened to provide ventilation. • Inform all the pupils that they must bring the required equipment to school (pencil case) to reduce the risk of infection • Pupils/staff to clean IT equipment (esp keyboards) with anti-bacterial wipes before and after each use • Shared telephone handsets to be cleaned with anti-bacterial wipes before and after each use • Shared teaching resources to be cleaned prior to and after use if being shared outside the Key stage. • If any bodily fluids come into contact with classroom equipment, ensure that gloves are worn to remove the piece of equipment before it is thoroughly cleaned • Guidance issued to staff on the use of the staff room and staff toilet area, including maximum numbers at any one time. Staff to be reminded to adhere to social distancing at all times. • Hand sanitiser to be in place at photocopiers/shared keyboards/telephones etc • Staff must wash and dry their own cups, plates and utensils, using disposable towels or put them in the dish washer. | low | low | <u>DJ</u> | ongoing |

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| Poor pupil behaviour increases the risk of the spread of the infection | unknown | <ul style="list-style-type: none"> • Pupils are reminded of the behaviour policy on their return to school • Sanctions (and how they will be applied in the context of social distancing) are clearly communicated to pupils and parents. Behaviour policy is adjusted as a consequence • Pupils' individual behaviour plans are reviewed and specific control measures identified and shared with pupils and staff where necessary. <p>As a result, pupils and staff understand the behaviour policy/individual plans in context.</p> | low | low | <u>VG/DJ</u> | ongoing |
| Pupils with complex needs are not adequately prepared for a return to school or safely supported | unknown | <ul style="list-style-type: none"> • Specific arrangements for pupil transport have been risk assessed and agreed with local providers • Leaders and staff should review individual pupils' handling plans, including the use of PPE • Additional advice should be sought from external agencies where appropriate in relation to moving and handling (physiotherapy, occupational therapy) • Review individual communication plans where close proximity is expected e.g. on-body signing • Plans should be understood, shared and followed consistently by all staff working with those pupils • Prepare additional social stories to support pupils with autism / learning difficulties (highlighting changes to classrooms/arrangements/use of PPE, for example) and share with parents and pupils prior to pupils returning to school. <p>As a result, pupils with complex needs are well supported.</p> | low | low | <u>DJ/BG</u> | ongoing |

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| Vulnerable pupils and pupils with SEND do not receive appropriate support | unknown | <ul style="list-style-type: none"> Appropriate planning is in place to support the mental health of pupils returning to school Agree what returning support is available to pupils with SEND in conjunction with families and other agencies. <p>As a result, pupils with SEND and those concerned about returning to school are well supported.</p> | low | low | BG | ongoing |
| Increased number of safeguarding concerns reported after lockdown | unknown | <ul style="list-style-type: none"> Agree safeguarding provision to be put in place to support returning pupils Ensure that key staff (DSL and deputies) have capacity to deal with any arising concerns Follow up any referrals made by staff swiftly, while maintaining social distancing. <p>As a result, safeguarding remains of the highest priority and practice.</p> | low | low | DJ | ongoing |
| Emergency evacuation due to fire etc | unknown | <ul style="list-style-type: none"> Lockdown, fire and emergency evacuation procedures to be reviewed so that social distancing can be maintained Leaders to communicate procedures to all staff Staff to communicate emergency evacuation procedures to pupils at the beginning of each day. <p>As a result, social distancing is maintained in the event of an emergency evacuation.</p> | low | low | DJ | ongoing |

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| Cleaning is not sufficiently comprehensive. | unknown | <ul style="list-style-type: none"> • Ensure that all cleaning and associated health and safety compliance checks have been undertaken prior to opening • A nominated member of staff monitors the standards of cleaning in school and identifies any additional cleaning measures • Where possible, additional cleaning staff employed (or given additional hours) to increase the regularity of cleaning • Whilst pupils are at breaktime/lunchtime, <identified member of staff> to clean tables/door handles with a disinfectant spray. Gloves to be worn during this and hands washed afterwards • Disposable gloves/wipes/sprays are next to photocopiers/printers etc • Cleaners to act upon guidance normally linked to 'deep cleans' as part of their daily procedures (i.e. a focus on door handles, toilets, changing room, toys in the Early Years). <p>As a result, high standards of cleanliness are maintained in school.</p> | low | low | DJ | ongoing |

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| Contractors, deliveries and visitors increase the risk of infection | unknown | <ul style="list-style-type: none"> • All contractors to be checked to ensure that they are essential visitors prior to entry to the school • Agree arrival and departure times with contractors to ensure that there is no contact with pupils and minimum contact with staff. • All contractors/visitors to sanitise /wash hands either prior to or on entry to the school site • Contractors and visitors are directed to specific/designated handwashing facilities • All areas in which contractors work are cleaned in line with government guidance • Contractors to bring own food, drink and utensils onto site. • Staff who receive deliveries to the school to wash hands in line with government guidance after handling • Where possible, staff to identify safe/designated place for delivery without need for contact with staff. Drivers are not permitted to enter the school premises when making deliveries • If drivers have to enter school site, ensure that they are asked to maintain social distancing and use hand sanitiser before entering the building • Surfaces to be cleaned after any deliveries have been made. <p>As a result, any external visitors/contactors are kept safe and the risk to other members of the school is minimised.</p> | low | low | <u>DJ</u> | ongoing |

School-specific arrangements relating to risk assessment which may need additional detail can be found in the return to school plan.

Capacity and organisation of teaching spaces

Arrival to and departure from school

Movement around the school

Classroom allocations

Timetable arrangements

Role of teaching assistants

Breaktime plan

Lunchtime plan

Catering staff

Cleaning

Toilets

Staffroom and offices

Transport

Classroom expectations

Pupil expectations

Useful links:

- Safeguarding: <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>
- Remote learning: <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>
- Attendance: <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>
- Premises: <https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak>
- Prevention and control: <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
- Advice: <https://www.gov.uk/government/collections/coronavirus-covid-19-list-of-guidance>
- Vulnerable: <https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>
- Extremely vulnerable: <https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>
- SEND - <https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance>
- Home learning support: <https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources>
- Remote support: <https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19>
- Accountability measures: <https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability>
- Pupils' mental health support/pastoral care at home: <https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak#helping-children-and-young-people-cope-with-stress> Parents: <https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19>
- Parents with pupils with SEND: <https://www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19>
- Supporting parents: <https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#working-with-parents>
- Financial support: <https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care>
- Exceptional costs: <https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-schools/school-funding-exceptional-costs-associated-with-coronavirus-covid-19-for-the-period-march-to-july-2020>
- Reducing burdens: <https://www.gov.uk/government/publications/coronavirus-covid-19-reducing-burdens-on-educational-and-care-settings/reducing-burdens-on-educational-and-care-settings>
- Social distancing: <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings>
- PPE: <https://www.gov.uk/government/collections/coronavirus-covid-19-personal-protective-equipment-ppe>

- Public health England <https://www.gov.uk/government/organisations/public-health-england>
- NHS: <https://www.nhs.uk/conditions/coronavirus-covid-19/what-to-do-if-you-or-someone-you-live-with-has-coronavirus-symptoms/>
- Government advice: <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>
- DfE <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
- A detailed checklist and key guidance for action for health and safety is available at: www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak
- Information re testing: <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>