## CPD SCHOOLS FEDERATION – CENTRAL PARK PRIMARY SCHOOL
### CPD Schools for Spring Term from January 4th 2021

This document has been written in conjunction with the DfE Opening schools for more children and young people: initial planning framework for schools in England. Other useful links can be found at the bottom of this document.

Each school can use this document as a form of risk assessment before opening. This assessment directly addresses risks associated with coronavirus (COVID-19), so that sensible measures can be put in place to control those risks for children and staff.

**RATIONALE:** To prepare the site for reopening and consider actions to be taken to minimise the risk of spread of infection

Schools should include their own risk rating and add to the school mitigations actions column as appropriate. They are also welcome to add any additional things to consider that have not been included or are specific to the school.

**Guide to assessing risk**
**Impact:**
This is the potential impact of the risk on the organisation should it materialise. You can use a scale between 1 and 4 to rate the impact.
**Likelihood:**
This is the probability of the risk occurring. You can rate the likelihood of the risk using a scale of between 1 and 4.
**Risk Rating:**
The current risk rating is worked out by multiplying the impact and likelihood ratings of the risk. You should then use this rating to prioritise the risk.

| Impact | | Remote | Unlikely | Likely | Very Likely |
|---|---|---|---|---|---|
| | Major | 4 | 8 | 12 | 16 |
| | Serious | 3 | 6 | 9 | 12 |
| | Significant | 2 | 4 | 6 | 8 |
| | Minor | 1 | 2 | 3 | 4 |
| | | | Likelihood | | |

**High Level Risks** are risks rated **9-16** are coded **RED**. You should prioritise and manage these risks first.
**Medium Level Risks** are risks rated **6 – 8** are coded **AMBER**. These risks need to be managed and continually reviewed to ensure they are not posing any significant threats. Close monitoring is essential to avoid them developing into red/ high risks where possible.
**Low Level Risks** are the risks with the risk rating of **1 – 4** are coded **GREEN**. These risks require limited action but they need to be reviewed regularly to ensure they are not posing any threats.
**How to assess risk - notes**

1. An assessment needs to ensure all key risks whether or not they are under the control of the organisation are identified.

2. You should identify what are the causes, events and actions that may give rise to the risk. For example, it is not enough just to enter – ''staff shortages'' - as a risk. You should also explain what causes it to arise e.g. "Due to self-isolation and shielding, there is a risk of staff shortages to deliver education to specified year groups"

3. Identify negative consequences - the potential adverse impacts of the risk that is being assessed. By knowing the consequences of the risk, you are in a better position to understand and manage it properly. For example, increased infections of Covid-19 resulting from insufficient space to maintain social distancing.

**Simple risk assessment process**

**FIRST, assess the risks as they are BEFORE you have taken mitigating actions:**

> **High Level Risks** are risks are coded **RED**. You should prioritise and manage these risks first.

> **Medium Level Risks** are risks are coded **AMBER**. These risks need to be managed and continually reviewed to ensure they are not posing any significant threats. Close monitoring is essential to avoid them developing into red/ high risks where possible.

> **Low Level Risks** are coded **GREEN**. These risks require limited action but they need to be reviewed regularly to ensure they are not posing any threats.

**SECOND, apply Controls/ Mitigating Actions:**

After identifying and initially assessing the risk, you should identify controls that can be put in place to mitigate it. Control measures are implemented to prevent the risk from occurring or/and reduce the impact should it occur. A key consideration is the effectiveness of any control measure in achieving these aims.

**THIRD, you should re-assess the overall risk rating based on how effective the mitigations are likely to be. *This will support your decision making on whether your mitigations will be sufficient or not, and whether you are then in a position to re-open to some or all of the specified year groups.***

| Risk Assessment | Every school should carry out a risk assessment before opening. The assessment should directly address risks associated with coronavirus (COVID-19), so that sensible measures can be put in place to control those risks for children and staff. All employers have a duty to consult employees on health and safety, and they are best placed to understand the risks in individual settings. |
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**Newham Context**:
Newham has been badly affected by the COVID-19 outbreak, with some of the highest mortality levels in the UK. BAME communities have suffered a higher death toll than white residents. Newham is one of the most over-crowded parts of the UK. The borough consistently ranks as the most over-crowded borough in London, with a quarter of the population living in over-crowded households according to the 2011 national census. This is substantially higher than the average levels of overcrowded households in London and England on average. This is likely to have enabled the virus to spread more rapidly in the borough and affect individuals at high risk, preventing them from shielding effectively. BAME groups often have higher rates of underlying health conditions that lead to Covid 19 complications and lead to a higher mortality rate. BAME groups may also be overrepresented in the most exposed frontline roles in care, health and transport.

**TfL advice:**
If you must use public transport, avoid the busiest times between 05:45-08:15 and 16:00-17:30, and these stations and lines:
Central line between South Woodford/Redbridge and Stratford
Jubilee line between Stratford and Westminster
District line between Dagenham Heathway and Aldgate East
London Overground between Stratford and Willesden Junction
DLR between Woolwich Arsenal and Canning Town
Avoid using these stops and interchanges at the busiest times: East Ham; Canning Town; Stratford; West Ham.

| Issue / Risk Area | Identified Risks | Risk Rating | For Consideration | School Mitigation Actions | Revised Risk Rating | Who? |
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| Newham - the local context | The Newham context could bring additional risks to those working in Newham. | L3 x I3 = 9 | • Taking into account the community which the school serves and if whether certain communities are more vulnerable.<br>• Risk assessment information from the local authority and public health.<br>• Is there peer reviewed research available?<br>• What is the science saying?<br>• London context – what is the current position for cases and R number?<br>• TFL names a number of Newham tube stations as their busiest and are the public are advised to avoid these during peak hours. Is a later start necessary? | • Large number of BAME families and staff. Some live in large multi-generational households. Vulnerable staff with diagnosed health conditions to continue working from home. Individuals risks will be assessed<br>• Risk assessment information from a range of sources has fed into decisions including LA, NPW, PHE,<br>• Read research from science studies – this will feed into DFE, LA and NAHT guidance.<br>• Look at TFL website and Google data on peak times for key transport routes/hubs to advise stakeholders.<br>• Latest figures 13th to 19th December 2,688 cases and 451 per 100,000. This is continuing to rise.<br>• Transmission is faster due to the new variant. | L2xI3=6 | EHT |
| School – the context | Could the context of each school bring additional risks | L4 x I3 = 12 | • Taking into account the size of each cohort, should a rotational return arrangement be considered.<br>• Which year groups may be prioritised?<br>• Does the size of rooms affect the return to school and the need for social distancing?<br>• Does the school layout affect the increased numbers of pupils and social distancing? | • Smaller bubbles in operation for different phases of the school – SEND bubble remains in operation (consider splitting in 2 if appropriate) – they keep distance.<br>• Monday 4th January support staff on site to get resources etc ready | L2xI2=4 | ExHT |
| Union position | Non-engagement from staff will impact on implementing a return to work plan | L4 x I4 = 16 | • Is the NAHT happy to proceed within the timeframe<br>• Gauge the support from senior staff<br>• When will plans be shared with staff / union reps?<br>• Where does the decision to implement the plan lie? | • At this stage it does seem satisfied - HT is reading their regular guidance to inform decision making.<br>In consultation with GB the school will admit pupils from 8th June. – this allows time for site preparation staff training and site amendments. | L2xI2=4 | ExHT |

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| | | | • Would staff take action if do not accept the plan? | • Senior staff across the school have been supportive of having KW and V children in.<br>• RA to be shared with all staff on Monday 4th January<br>• HT an EHT in consultation with Chair of Governors<br>• HT is confident that staff will accept the RA and will work with leadership to address any concerns. | |
| Preparing the building - maintenance | The building is not ready and safe to increase pupil numbers. | L2 x I3 = 6 (due to fact building has remained open) | • The school site was set up for full occupancy – these procedures are still in place.<br>• Review school site plans for your school and review changes for entry and exit to maintain social distancing<br>• Which rooms can be safely used with natural ventilation (risk assess open doors)<br>• Make more use of the outside areas on school site for lessons to encourage social distancing<br>• Determine marking flooring with tape<br>• Office/PPA areas - staff need to ensure social distancing; review set up of desks eliminate face to face seating<br>• Ensure equipment kept in classrooms is not being used by multiple groups, otherwise it should be cleaned in between use<br>• Contact suppliers and services to resume contracts e.g. grounds maintenance whilst maintaining social distancing<br><br>**Medical Room/Hygiene Room**<br>• Make provision for children who display COVID19 symptoms/ become ill during the day to be isolated from each other and from the rest of the school.<br>• Space should be identified as an isolation room in addition to the usual medical room.<br>• Provide PPE for staff dealing with pupils in close proximity with masks, visors, gloves and aprons while treating first aid and for intimate care. | • Check all areas are still clearly marked – reminders for those staff on site<br>• School site plan – look at entry and exit points to support safe access. Need to minimise contact for parents and maintain social distancing. Parents to drop off and collect through Loxford Avenue gate.<br>• Identify outside areas to teach in – consider number of areas, numbers of children. This would be reliant on the weather so would be unable to guarantee usage.<br>• We will return to skeleton staff so social distancing of staff on site will be easier to maintain than during full occupancy.<br>• Measure office PPA areas – block out work stations that are close together (Set up main hub area to create another teacher space – access to kitchen and toilets)<br>• Allocate small equipment to individual children – label – avoid any sharing.<br><br>**Medical Room/Hygiene Room**<br>• The HUB will continue to be the isolation room – can leave through external gate. This can be kept away from the main building.<br>• Room is clearly label the room. Cleaned after each use.<br>• PPE is on site – written guidelines on how and when to use for intimate care. SH/MN to draw up. | L2 x I2 = 4 | HT/HFO & site staff |
| Preparing the building – health and safety | Procedures are not in place to minimise the risk of transmission of the virus. | L4 x I3 = 12 | **Safety**<br>• Review Fire Evacuation and Fire Drill procedures – document any temporary changes<br>• Review sufficient numbers for first Aiders as per pupil ratio (EYFS will continue to apply).<br>• Do you have sufficient staff with current first aid training?<br>• The arrangements for cleaning and caretaking staff levels.<br>• Can you assure a DSL always being present?<br>• Review sufficient number of fire marshals on site each day to coordinate evacuation<br>• Consider how you might resource, implement and monitor first aid arrangements<br>• Arrange Deep Cleaning around school and Kitchen via Juniper Area Managers<br>• Identification of surfaces/equipment that will require increased levels of cleaning<br>• Ensure all equipment around the school has not been used for a while, is checked is still in good working order e.g. photocopiers or hot water heaters in staff rooms.<br>• Mark 2m on the floor for safe distancing where queues may form e.g. main reception, nursery/reception drop off | **Safety**<br>• The Fire Risk Assessment has not changed but procedures have for evacuation. Fire evacuation scheduled for each bubble<br>• We will ensure there are first aiders on site at all times. Need to train other staff across the school as we expand numbers returning to balance any staff absences. Access to NPW first aid training online.<br>• Ensure caretaker is aware of areas of school being used so they are cleaned daily. Need a contingency plan in the event of cleaner absences or caretaker absence.<br>• Can assure a DSL will be available – there may be occasions when this is remotely.<br>• Fire Marshals work in specific areas – they will need to meet when on site to give key messages to staff .<br>• Daily first aid sheets rather than a book to reduce possible transmission. First aiders will need to operate outside bubbles - will need to plan to limit bubbles they have contact with.<br>• Deep cleaning has taken place across site – this will continue on a Friday for those areas where bubbles have | L2xI2= 4 | HT/HFO & site staff |

- Equipment is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously

**Reconfigure**
- Review classrooms sizes/measurements, to work out how many pupils can sit in one room, create a 2m distance between each pupil and staff member and remove furniture not needed
- Pupils to sit at individual table and chair.
- Review if additional catering hours are needed if school day/lunchtimes are staggered – discuss with Juniper
- Review if additional site cover hours are needed if school day is staggered and to maintain the site
- Review if increased cleaning hours are needed during the day to maintain disinfection in between use of areas, toilets, staffroom etc.
- No 'hot desks'
- Consider if whole school/phase/class assemblies are necessary
- Use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity.
- Consider use of meeting/breakout rooms and have them regularly cleaned after different groups have used the rooms
- Stagger the use of staff rooms and offices to limit occupancy eliminate face to face seating
- Remove furniture from gathering spaces to promote social distancing
- Accessing rooms directly from outside where possible
- Consider a one-way system, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors

**Signage**
- Determine signage needed and who is the audience e.g. parents, staff or pupils
- Place clear signposting for adults and children on social distancing in classrooms/corridors/halls/office spaces
- Printed documents to go up in medical rooms outlining the symptoms of COVID-19
- If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning in between groups is in place,

been present. Purchased a mist cleaning tool to spray large areas at the end of each day.
- Clear expectations of cleaning across the site
- Provide essentials packs for pupils to ensure there is no sharing of resources. (Pupils will be given guidance)
- When resources need to be shared e.g. printers, photocopier etc staff must sanitise hands before they use and when they finish. Hand sanitiser will be located next to these objects.

**Reconfigure**
- Adaptations all completed in the areas being occupied to ensure safe 2m distance between staff member and pupils in bubbles at all times .
- Pupils have a clear marked area to work in.
- One cleaning staff on site during the day to clean to complete cleaning tasks and emptying bins.
- Bubbles have been allocated a specific areas for lunchtime and playtime – this is clearly explained to all staff. All staff know which group is allocated where. All activities that take place will reduce possibility of contact and maintain social distancing.
- Where there is the need to use meeting rooms the site supervisor will be informed to ensure the room is cleaned before it is used again.
- Seating in the staffroom has been arranged to encourage distancing. Stagger usage – mark floor and display posters.
- Corridors and staircases are 2 meters or just over – not able to divide so must be one-way movement. Staircases must be up only or down only. Lower and middle hall can be divided and labelled for direction. Top floor will need to be cleared of furniture for this to work before pupils return.

**Signage**
- Range of signs have been displayed in prominent areas covering a whole range of issues that staff and pupils need reminding about. NHS reminders about social distancing, 7 times to wash hands, how to wash hands
- We will display age appropriate posters/messages to refer to – staff to refer to these to reinforce the messages.
- NHS/PHE posters are displayed across the site.

| Preparing the workforce | Staff are not aware of the safer working practices and how to reduce the risk of transmitting the virus. | L3 x I4 = 12 | **Availability and Working Arrangements**<br>- Ensure an appropriate number of staff is available to work with the number of pupils attending school to ensure sufficient supervision is in place depending on the age and needs of the pupils (EYFS ratio continue to apply)<br>- Consider whether all staff are needed or whether some staff can work at home / rota system depending on numbers of children to meet social distancing expectations<br>- Consider if staff need an independent assessment of | **Availability and Working Arrangements**<br>- Initially it looks like a good availability of staff. There have been good engagement of staff and good availability for work across the school.<br>- We will have a skeleton number of staff on site – depending on numbers plan to run 2 bubbles EYFS, KS1 and KS2<br>- We have staff who are available to step in to support bubbles in case of staff absence.<br>- Staff who are isolating or shielding will be encouraged to continue to work at home. | L3 x I2 = 6 | ExHT/HT /SLT |
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| | | | their situation.<br>• Determine how staff travel to work and use this information to work out if they may have issues returning to work<br>• Considering the staggering of start times to accommodate off peak travelling.<br>• Do any staff need a safe travel plan drawn up?<br>• Staff are key workers and should access to childcare. Will the school accept staffs' children?<br>• Ensure all staff care plans are reviewed and updated where applicable<br>• Ensure staff with medical conditions that were not declared previously is recorded on SIMS and a care plan prepared on their return to school<br>• Consider will you maintain the requirement for staff to wear business dress when they return to school?<br>**Facilities**<br>• Review staff rooms, shower and toilet facilities can social distancing be maintained, should staff have breaks in their own classroom or staggered breaks?<br>**Training**<br>• Consider any needs if staff are teaching outside their normal age-range.<br>• Carry our fire drill as soon as possible to ensure everyone has practiced new procedures.<br>• Ensure staff understand their responsibility while carrying out first aid and maintaining social distancing<br>• Ensure detailed staff briefing carried to ensure all staff are fully aware of changes that have been made, ensure there is a system in place to induct staff at a later date who are not available during induction days.<br>• Once all changes have been made ensure all staff are inducted into the new changes as soon as they return to school.<br>• Training for staff on procedures/times for arrival at school and departure from school, and on correct use of PPE<br>• Use of ICE "in case of emergency" database to be readily accessible to all staff<br>**Procedures**<br>• First Aid staff to use appropriate PPE when seeing to children/staff - aprons, gloves, visors etc.<br>• Consider how you might resource, implement, monitor and communicate to staff, parents & pupils first aid arrangements<br>• Ensure staff are informed what and how lunches will be provided by school<br>• Review policies and update induction/staff handbook document where changes have been made<br>• Keep groups of pupils together all day, avoid mixing with other groups<br>• Keep the same staff with those groups<br>• Keep the same pupils and staff in the same classroom each day<br>• Where possible ask pupils to use the same desk, laptop and stationery each day | • Staff RAs to consider travel – staff who can drive can access car park if don't normally drive. Also staff who car share will not be able to under current circumstances.<br>• Consider staff travel plans after conversations with staff. These plans will be done together with a member of SLT<br>• Consider on an individual basis where necessary<br>• Staff with underlying health conditions are not required on site – as they return their care plans will be reviewed an updated.<br>• Staff with medical conditions are not currently in school they are working from home<br><br>**Facilities**<br>• Staffroom, nursery kitchen and Hub can be used on a rota for staff. Staff to be encouraged to fill flask or water bottle to limit trips to staffroom. Staff will be directed to key refreshment areas to limit contact with other bubbles. Disinfectant and cloths will be provided in these areas. Areas will be cleaned throughout the day – attention paid to areas that will have a greater likelihood of being touched.<br>**Training**<br>• Due to the current availability of staff they should be able to teach within an acceptable range.<br>• Fire Drill procedures clear and displayed in key area – each bubble has fire drill on first day.<br>• Clear first aid guidance provided on the use of PPE – ensure safe disposal once used – remind staff their duty to ask if unclear.<br>• Staff training via PowerPoint to outline all changes – keep a register that staff sign – check regularly to ensure all staff on site have had appropriate induction. Monitor staff compliance with procedures to ensure they are competent. Where there are concerns training will be delivered again.<br>• Office staff to ensure all staff ICE details are current (PT noticed one staff member's details were not current)<br>• All staff have received training and are fully aware of procedures – powerpoint and videos of aspects of infection prevention.<br>• ICE database accessible for appropriate staff (Members of SLT) – ensure GDPR followed.<br>**Procedures**<br>• PPE equipment on site – available for first aiders – as part of staff induction follow PHE guidance.<br>• First Aid arrangements are explained to staff. This will be outlined to pupils on their first day and repeated regularly.<br>• SLT to inform staff of lunch arrangements. Use of Juniper Guidance. Staff who bring their own food must be able to keep it with them as they will not be able to store in the fridge or heat in microwave (food hygiene). Staff will be discouraged from going off site at lunchtime.<br>• Clear procedures to advise to avoid mixing bubbles – staff to know exactly who they have. Procedures for when children can't locate group.<br>• Staff allocated group – clear not to enter other working group areas. | | |

- Stagger breaks/lesson start and end times so that pupils are not congregating on corridors at same time.
- Allow pupils to have access to toilets at all times during the day to prevent queues developing at social times.
- Or ensure that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time
- Encourage children to use the toilet prior to break times to avoid queues at social times
- Measures to reduce contact point in the classroom e.g. resources, books, etc.

**Safety**

- Encourage staff not to use public transport where possible or they must wear a face covering
- Will face coverings be allowed in the work place? What types are acceptable?
- Promote the cycle to work or walk to work schemes
- Further guidance can be found here – Safer travel guidance for passengers
- Advise on washing hands / use of hand sanitiser
- Staff should be duty to supervise corridors and rest of the site to ensure social distancing is being maintained
- Limit number and size of in-person meetings, restricting to only necessary participants.
- Any recruitment processes to be held remotely if necessary.

**Mental health and wellbeing of staff**

- Consider how to approach staff who aren't social distancing
- Staff have not seen their colleagues for a long time
- The impact of social distancing on and staff
- Staff are not overloaded, consider if non-contact time can be maintained with 'bubble' arrangements
- Communicating changes/good practice to staff e.g. e-mail rather than staff meetings
- Staff feeling anxious coming into school/work
- Staff feeling anxious being around large groups of people
- Staff feeling anxious travelling
- Involving/discussing the changes with staff
- Ensure first aid staff are fully supported emotionally as they may be anxious dealing with pupils and parents in close proximity on a daily basis.
- How will you provide opportunities for staff feedback?
- List the support services available for counselling and in-house arrangements.

- Pupils are clear of their base and to remain in that group. (labels for clarity)
- Pupils have allocated space to work in and allocated equipment stored in their own plastic wallet.
- Breaks have been timetabled. Session bells will be changed to avoid confusion.
- Agreed toilet access – children have access to toilets – bubbles allocated specific toilets – route chosen to avoid contact with other bubbles. Children to be reminded to wash their hands in line with guidance. Pupils mixing in toilet- member of staff working in space near toilets will ensure maximum number of 2 at any one time.
- Adult leading group to encourage children to use toilet before breaks. Space out usage across the time to reduce lots requiring to go at the same time.

**Safety**

- Discuss alternative/quieter routes into school on public transport.
- Face coverings/visors used by EYFS/SEND staff when closer contact is more likely
- Cycle scheme has already been shared with staff and they have been encouraged to access. School will support any applications
- Share travel guidance has been shared with staff.
- Non-teaching staff to supervise key areas and ensure social distancing is maintained.
- In person meetings will be limited to small groups in large spaces to maintain social distancing. Continue to use Google Meets or Zoom where possible.
- Recruitment procedures to be held remotely – take advice for HR on this.

**Mental health and wellbeing of staff**

- During induction staff are informed that they will be spoken to if they don't observe social distancing.
- Staff to continue to be encouraged to talk about feelings and experiences – since staff have been working from home they have had regular communication with a member of SLT to ensure they are okay. This will continue.
- Key numbers of support networks have been shared with staff regularly.
- Communication via email – all documents uploaded to Google drive. PPA will be in place for staff.
- SLT to talk through anxieties with staff and outline any supporting evidence to reassure them.
- To continue to offer wellbeing catch up chats with staff.
- Set up an email for staff to use to email any comments – Alix to monitor and collate comments – staff will be given a response individually if appropriate and these will feed into whole school picture.
- We have circulated a list of key numbers – update and reissue.
- We will ensure staff are clear of changes in plenty of time to alleviate anxiety.

| Protective measures and hygiene | The virus could be transmitted through the building; from home to school and vice versa if measures to reduce transmission were not implemented. | L4 x I4 = 16 | **Protection**<br>• Ensure sufficient supplies of PPE Provision disposable gloves, aprons and face masks, ensure staff are using it effectively.<br>• A member of staff may need to stay with a young pupil in the self-isolation room staff should ensure they are wearing PPE, glove, apron and mask.<br>• First Aiders should be aware of the symptoms and what steps to follow if someone has them<br>• If a child is vomiting or spitting, an eye visor may be necessary<br>• Consider use of outdoor fixed playground equipment<br>• Clear signposting on corridors of social distancing rules.<br>• Discouraging nonessential trips within building and sites.<br>**Cleaning**<br>• Additional cleaning of medical/welfare and hygiene facilities throughout the day<br>• Staff should be informed of disinfection procedures throughout the school e.g. staffroom and classroom to ensure they are followed; they should contact the appropriate member of cleaning staff.<br>• Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people.<br>• Ensure sufficient stock of cleaning and janitorial materials, increase the amount of soap normally ordered plus sanitising gel<br>• Paper towels to be used in place of hand dryers<br>• Cleaner to be on duty to regularly clean to maintain high standards of cleanliness<br>• Develop clear guidance on the use of all equipment and implications for cleaning<br>• Ensure regular cleaning throughout the day including telephone handsets, computer monitors, keyboards and mouse<br>• Review and remove all the equipment not needed/difficult to keep clean in the classrooms especially in nursery and reception<br>• Chairs and Tables should be cleaned daily if used by the same group, twice if used by a second group.<br>• Outdoor fixed equipment to be cleaned by site management staff, especially touch points<br>• Equipment or classrooms can be shared by pupils if can be cleaned thoroughly before the next group needs it.<br>• Clean surfaces that pupils are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal<br>• Cleaning of door handles, stair rails and other touch points<br>• Wash hands or use hand sanitiser regularly after travelling around the building<br>**Illness**<br>• Use Non-Contact Thermometers, ensure staff are aware of how to use them and that they are checking for fever/high temperature 37.8C or greater and then follow PHE Guidance | **Protection**<br>• Supplies of PPE are on site – check off numbers and locate in a secure place. Staff need guidance on how/when to use to be effective. Staff have had guidance as part of their induction.<br>• Produce guidance on appropriate PPE of such incidents. https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures<br>• Staff are clear of what symptoms are and what action they need to take if they are ill or a pupil is ill.<br>• Visors are in school – follow PHE guidance. These will be used for key reasons including a risk of vomiting or spitting. Staff supervising a child who may be symptomatic will use a face mask and a visor.<br>• Wall posters and floor signs displayed around site to reinforce social distancing rules.<br>• Blanket decision for no unnecessary journeys – staff clear on themselves and children. Staff to have what they require with them to reduce journey times. Need to ensure they have resources they need.<br>**Cleaning**<br>• Allocate areas to site supervisor and on site cleaners to ensure this happens. List all areas that need cleaning – time this will take.<br>• Regular communication with staff to highlight cleaning procedures – staff are aware that after teaching they will need to vacate areas for cleaning to take place.<br>• Cleaner on site during the day will clean surfaces. Staff to be provided with disinfectant and spray to clean in between when needed<br>• There is a sufficient stock of all products on site including soap, sanitising gel, paper towels etc.<br>• On site cleaner and site supervisor to work – monitor their workload and tasks as more areas of school are used. Clear areas to be cleaned including high touch point areas.<br>• Outline guidance of what equipment will be used and if cleaning is necessary. To make this easier soft play material must be avoided.<br>• Staff to use wipes to clean telephone handsets, computer monitors, keyboards and mouse. To become part of daily routine.<br>• School staff to review what is necessary – assess the equipment needed remove what's not necessary.<br>• Plan this if necessary – need to look at what rooms/resources need cleaning in a day – is this possible in the time necessary with the staff available.<br>**Illness**<br>• We have 4 non-contact thermometers on site to check temperature if needed. .<br>• Induction includes recognising signs of Covid 19 and what to do.<br>• Staff with underlying health conditions will have a risk assessment before they return to the building. This includes BAME staff with underlying health conditions. | L3xI2=6 | HT/HFO & si staff |
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**Commented [PT1]:**

- Ensure staff are up to date with Government guidance on how to deal with Covid-19 symptoms.
- If a member of staff informs you they have got infected with Covid-19 at school, this needs to be looked into and report to PHE, the HSE under RIDDOR and make sure the Head teacher is informed as soon as possible
- Access to coronavirus testing, read guidance on coronavirus (Covid-19) getting tested.
- If a member of staff displays symptoms, they should go home immediately and follow the government's self-isolation guidance.
- If a child displays symptoms, they should be immediately isolated from other pupils. Staff should also try to ensure they remain two metres away while still aiming to provide the reassurance and care particularly young children will need. The school should contact parents and request they collect their child from the school immediately.
- Where a pupil or staff member tests positive, the rest of their class/group at your school should be sent home and advised to self-isolate for 14 days, as per government advice. The other household members of that wider class/group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms.
- Provide separate self-Isolation room for staff and pupils to wait until they are picked up. If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.

**Best practice around hygiene, particularly hand washing routines**

- Ensure all staff and pupils are aware of good hand washing practices
- Site staff to top up hand washing and sanitiser gels regularly
- Site staff to check on soap stock regularly and pre order in advance to help with delivery delays
- Ensure handwashing facilities are available nearby with soap and water if not possible provide hand sanitiser gel
- Prepare site plans with locations of sinks and toilets to help determine how the site will be used.
- Make announcements or incorporate in timetable handwashing
- Determine if additional handwashing stations need to be bought or hired
- How will you manage the difficulties associated with play equipment, especially relevant to the early years, given that the virus can persist on surfaces for 72 hours?
- Avoiding contact with anyone with symptoms, make sure staff are aware of symptoms to ensure that person is sent home as soon as possible
- Timetable frequent hand cleaning
- Arrange regular cleaning of settings

- Staff/pupils who arrive at school with symptoms will be isolated and sent home immediately. Staff accompanying them MUST wear face masks and visors and aprons and gloves. https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested
- Staff who do demonstrate symptoms must get tested – part of induction addressed this. They must follow isolation guidance.
- Parents to get their children tested and inform school of results.
- The HUB will be used as an isolation area as it is separate from the school building and has a separate street entrance for the child to be collected. If a toilet is used will be put out of action to all until it can be deep cleaned. No entry signs to be placed on door.
- Staff to wear PPE if accompanying a pupil in isolation that needs support and unable to maintain social distancing.

**Best practice around hygiene, particularly hand washing routines**

- All adults must model social distancing at all times to pupils this included adult to child and adult to adult.
- Share best practice for all staff and children washing hands.Build into classroom daily routine.
- Hand washing soap and sanitiser gels are available at all sinks and sanitiser stations.
- JC to keep on top of stock and order supplies in enough time.
- Use of classroom sinks to wash hands to relieve contact via bathrooms.
- Handwashing to become part of daily routine for all children and staff.
- As part of staff training and communication all staff are aware of the current list of symptoms. Isolation of staff/pupils with symptoms.
- Hand cleaning to be taught, modelled and done throughout the day – staff must plan it in to timetable. To be fun.
- Provide clear guidance of cleaning so staff are clear when cleaning will happen – daily or more often
- Outline importance of staff keeping distance and maintaining integrity of bubbles.
- Establish as part of routine children wash/sanitise hands
- Constant reminders of good practice including touching face.
- Explain the message for sneezing – lidded bins to be provided – tissues to be double bagged before disposal
- Add to cleaning checklist – disposed of in line with PHE guidance.
- All staff to open windows to allow air circulation – lower floor and middle floor to open blinds more to get sunlight into rooms. External doors to be open to allow better circulation of air across the site.
- Doors to be opened using dorgards – fire doors must be open using automatic closures– some may be propped open to reduce contact from people. If people do use door

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| | | L3 x I4 = 12 (red) | <ul><li>Minimise contact and mixing of staff and pupils</li><li>Clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing</li><li>Ensure staff and pupils are encouraged not to touch their mouth, eyes and nose</li><li>Ensure good respiratory hygiene practices are in place through the use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')</li><li>Ensure that help is available for children and young people who have trouble cleaning their hands independently</li><li>Consider how to encourage young children to learn and practise these habits through games, songs and repetition</li><li>Ensure that bins for tissues are emptied throughout the day</li><li>Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units</li><li>Prop doors open, if you have a dorgard installed on the door (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation</li></ul> | handles reminded to wash/sanitise hands. | (orange) | | |
| Preparing the classroom for returning pupils | Pupils and staff are not socially distanced enough aiding the transmission of the virus. | L3 x I4 = 12 (red) | <ul><li>Make use of all the classrooms to reduce number of pupils if all pupils are not attending</li><li>No more than 15 pupils in a class so that pupils are never sitting less than 2m apart. Will be less in some rooms.</li><li>What measures can support the reduction of contact points in the classroom?</li><li>Use of large spaces to deliver some of the lessons.</li><li>Clear signposting in classrooms of social distancing rules.</li><li>Tissue boxes / paper towels for children and staff to use</li><li>Lidded and / or pedal bins available and bagging materials</li><li>Adequate PPE equipment for every classroom</li></ul> | <ul><li>Plan carefully which groups are in which rooms. Some rooms are small (Year 1)</li><li>Limit size of bubbles to 15</li><li>Large spaces can be timetabled – however they are areas that have traffic through part of them. Vulnerable children and children of key workers are using 1 hall. Use of playground is dependent on weather</li><li>Lidded bins to be provided to all teaching spaces.</li><li>Need guidance to clarify what PPE is required in different circumstances.</li><li>Ensure adequate/appropriate PPE provided including sanitiser</li></ul> | L2 x I2= 4 (green) | SLT/CTs |
| Preparing the pupils | Pupils are not aware of the measures required to reduce transmission of the virus and do not follow them. | L4 x I4 = 16 (red) | **Safety**<ul><li>Carry our fire drill as soon as possible to ensure everyone has practiced new procedures.</li><li>Consider how you might communicate to pupils first aid arrangements</li><li>Can we suitably minimise the risk of infection and maintain sensible social distancing amongst children?</li><li>Consider how social distancing might work amongst young children in your school</li><li>Determine how pupils travel to school and use this information to work out if they may have issues returning to school</li></ul>**Pupil Briefings**<ul><li>After staff induction, staff in charge of their group should make sure pupils are familiar with all the new procedures and the importance of maintaining social distancing around the school e.g. show them location of sinks and toilets they should use, fire evacuation route, assembly points, how to walk in and out of school and how to walk through corridors etc. Ensure pupils are reminded of behaviour policy and expectations of their behaviour to follow social distancing rules while they are at school. Remind pupils about the rules of sharing equipment and resources.</li></ul> | **Safety**<ul><li>Fire Drills to be done in first 2 days back.</li><li>Bubbles are created in classrooms that are separated to ensure integrity of bubble maintained. Clear plan and evacuation routes to ensure each bubble keeps distance.</li><li>Part of the daily routines will need to be reminders – including first aid arrangements.</li><li>Children to regularly wash their hands during the day. Built into their timetable.</li><li>Social distancing needs to be modelled and explained to remind children and staff – timetable outlines this throughout the day.</li><li>Communication to parents on measures they should take when using public transport.</li><li>Encourage families to walk or cycle.</li><li>Have flexible starting times to help families avoid peak travel.</li></ul>**Pupil Briefings**<ul><li>SLT to provide guidance on each aspect that staff need to address with children – a checklist to ensure all aspects are covered with children. Discuss procedures regularly with children.</li></ul> | L3 x I2=6 (orange) | SLT/CTs |

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| Preparing the pupils with SEND or medical needs | Pupils are not aware of the measures required to reduce transmission of the virus and do not follow them. | L4 x I4 = 16 | • A risk assessment should be completed to consider which children and young people with EHC plans may benefit more from remaining at school than at home. Further guidance available here<br>• Children with differing needs<br>• Location of children and maintaining social distance<br>• Children with hygiene concerns<br>• Staff who will look after the children<br>• Staff to wear appropriate PPE<br>• Prior to being admitted back to school, all children's medical records must be updated by the parents and family medical conditions included.<br>• Ensure up to date contact information is on the system / request from parents<br>• Ensure care plans are update where applicable<br>• Use of ICE "in case of emergency" mobile numbers for parents and carers to be checked and updated<br>• What external support services are still available for advice and support? | • Have clear arrival times for SEND pupils so they can be met by allocated member of staff.<br>• They will be working in SEND bubble in Inclusion room (as they were last term)<br>• Draw up RA for EHC pupils – consider the appropriateness of returning to school. Plan individual actions to ensure pupil safety.<br>• Key staff to ensure the needs of each pupil is met – support with resources to develop their understanding of the current situation.<br>• Constant reminders – signs to remind children of social distancing a how to maintain. This will be difficult to enforce initially but should improve with reinforcement.<br>• Plan to meet hygiene concerns/needs for these individual pupils.<br>• Adults to support no more than one child with SEND. Carefully choose the best staff to work with individual children.<br>• Following guidance allocate and use appropriate PPE – gloves, face coverings, aprons and visors.<br>• Inclusion lead to contact parents for an update (contact has been maintained during lockdown). Numbers have been checked – in contact over past few weeks' parents have shared where records were not correct.<br>• Intimate care guidance has been reviewed and updated – PPE equipment is provided – staff have been trained on how to put on and take off PPE. Reminder posters on display in changing areas. Removed PPE will be bagged and disposed of. | L3 x I2 = 6 | SENCO/ CTs |
| Preparing the parents | Parents are not aware of the safety measures being introduced to reduce the risk of transmitting the virus and do not follow them. | L4 x I4 = 16 | **Safety Procedures**<br>• Advise parents avoid using public transport and to walk if it is possible<br>• Consider will you maintain the requirement for pupils to wear uniform when they return to school? Encourage children to dress down so they wear clean clothes everyday<br>• Stagger arrival (and finish) times to school by classes within year groups<br>• Consider using different doors to enable flow of pupils.<br>• Consider creating a one-way system to enter and exit the site<br>• Establish clear zones in the playground/entrance for parents to drop off/collect.<br>• Mark out safe distances and ensure parents adhere to social distancing expectations.<br>• No parents in the school building at all. No face to face meetings with teachers or quick chats at drop off.<br>• One parent only to drop off/collect.<br>• Inform parents not to pick up or drop off their child in large groups if not essential.<br>• Careful storage and labelling of pupil water bottles<br>**Communication** | **Safety Procedures**<br>• Messages for parents via website and app.<br>• Children do not have to wear uniform– this is so they can change clothes daily.<br>• Set a clear window of arrivals for classes to ensure limited numbers arriving on site at a given time.<br>• Due to accessibility to the site we can use different doors to enable flow of pupils around the building.<br>• Year groups to enter through key gates (this may cause inconvenience for some parents.) Consider the use of the double gates in KS2 playground.<br>• Mark of and communicate key areas to parents<br>• Teachers to have key point in playground to gather/collect children.<br>• Boards and reminders to parents to social distance – SLT watching and reminding where necessary (not class teachers).<br>• Texts sent to parents to remind them of do's and don'ts – 1 parent to drop, no contact with staff. Any major concerns can be carried out via phone at a later time if necessary.<br>• In guidance remind parents to continue to ensure limited children's contact with others. | L2x I2=4 | ExHT/HT |

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| | | | • First Aiders to communicate that pupils with symptoms should not attend school<br>• Consider how you might communicate to parents first aid arrangements<br>• Ensure parents are informed what and how lunches will be provided by school<br>• Create a COVID-19 home school agreement<br>• Inform parents gathering around the perimeter of the site after drop off/pick up will not be allowed<br>• What are the main barriers to social distancing in your schools? How can these be mitigated?<br>• Ensure parents are aware of how to maintain social distancing for them to enter the site e.g. their child is unwell<br>• Be clear on the issue of attendance and the need to plan 'bubbles' of contact.<br>• Current arrangements unlikely to include extended services. | • Pupils to label their water bottles and keep with them in classes.<br>**Communication**<br>• Regular messages communicated to parents via the school app and website related to various messages.<br>• Guidance to be posted for parents to ensure they are clear of Covid 19 symptoms and the importance of isolation and testing. Remind parents constantly that if anyone in the home or the children has symptoms they must not be on site.<br>• In communication with parent's outline expectations including not gathering.<br>• Social distancing barriers – stake holders not following guidance – clear school stance on these issues must be enforced. Space in some areas of the school including width of corridors – plan usage and implement one-way travel in some areas.<br>• Bubbles of contact – parents must agree to attending from the Monday for the week. Unable to manage if parents just decide to send children in randomly.<br>• There will be access to breakfast club and extended services until 4.30 for pupils attending school. | | |
| Preparing the learning for those pupils in school | Due to anxieties and personal experiences of COVID-19 pupils are not ready to access formal learning through the National Curriculum. | L3 x I4 = 12 | • Currently only pupils of essential key workers and vulnerable pupils should be attending schools if there is no one to look after them at home.<br>• What will learning look like for those in school?<br>• How will the pastoral team support the learning?<br>• What will timetables look like for pupils?<br>• Consider how to arrange children of key workers and vulnerable pupils who are in different year groups to those returning on 01 June<br>• Off-site visits suspended.<br>• Once all changes have been made ensure all pupils are inducted into the new changes as soon as they return to school.<br>• Think about 'teaching' with limited resources and equipment.<br>• Training for children on procedures/times for arrival at school and departure from school, and on correct use of masks (particularly difficult for very young children if applicable)<br>• Consider children will not have seen each other for a long time and may want to be physically close to friends. Young children will not understand social distancing and are tactile)<br>• Educate pupils before they return about the need to stay apart from others.<br>• Ensure pupils are reminded of behaviour policy and any new expectations of their behaviour to follow social distancing rules while they are at school.<br>• Exercise and take breaks or provide education outdoors, where possible, as this can limit transmission and more easily allow for distance between children and staff. | • This will continue over the coming weeks.<br>• Pastoral team will support with learning behaviours, establishing behaviour and mental health and wellbeing.<br>• All visits off site will be suspended until further notice.<br>• Plan 'teaching' with what staff have access to.<br>• AS children arrive in school there will be a clear list of areas and procedures that will need to be addressed – done with visuals and age appropriate language.<br>• Remind children of alternative greetings for current times – to ensure no contact.<br>• Use of Google, Seesaw and Dojo top get messages out before children return. SLT videos of key aspects of the guidance we all need to follow.<br>• Behaviour leads to update policy and remind the children of the new expectations – new dojo categories related to social distancing etc.<br>• Consider access for all groups to ensure equity whilst maintaining the rules. Staff need maintain rules while doing this.<br><br>**Mental health and wellbeing of children**<br>• Pastoral team to develop guidance on this – social stories related to this.<br>• Pastoral team to provide resources on friendship<br>• Talk about the changes and why we need to follow them – get children to understand why we are doing this.<br>• Regular circle time to talk through the children's experiences and their understanding – help to misaddress misconceptions.<br>• Open conversations about how the rules make children feel.<br>• Pastoral team to draw up a list of areas to support and | L3xI2=6 | SLT/CTs |

| | | | Mental health and wellbeing of children | provide resources – websites etc. to share. | | |
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| | | | <ul><li>Consider how to approach children who are not social distancing</li><li>Children have not seen their friends for a long time</li><li>Focus on developing children through educating them on the changes rather than constantly restricting them</li><li>Opportunities for pupils to take through their experiences of COVID-19</li><li>The impact of social distancing on children</li><li>Children feeling anxious coming into school/work</li><li>Children feeling anxious being around large groups of people</li><li>Children feeling anxious travelling</li><li>Consider what pastoral services will be available to pupils and access to pastoral workers.</li></ul> | | | |
| Preparing for outside of the classroom | Procedures for moving around the building and outdoors do not support social distancing and aide the transmission of the virus. | L4 x I4 = 16 | <ul><li>Stagger the timing of lunch and break times to ensure social distancing rules are adhered to by pupils and staff</li></ul>**Break times**<ul><li>Stagger break times to minimise opportunities for numbers of pupils to be in close proximity.</li><li>Consider introducing some games that require distance using equipment such as games involving throwing own balls</li></ul>**Lunchtimes**<ul><li>Staggered lunchtimes</li><li>Juniper providing packed lunches for deliver to the hall</li><li>Floor markings where queues form if using servery</li><li>Use of jugs and water cups</li><li>Guidance for children bringing their own food into school (paper bags rather than lunchboxes?)</li><li>Storage of packed lunches in warm weather</li><li>Consider zoning of playgrounds for different year groups</li></ul> | <ul><li>Stagger breaks and lunchtime.</li></ul>**Break times**<ul><li>Look at options of using whole playground area by zoning – allocated a member of staff to supervise same children in zone - same group each day.</li><li>Plan activities that children can do – children have and keep own equipment – ball, bean bag etc.</li></ul>**Lunchtimes**<ul><li>Timetable for staggered lunch</li><li>Liaise with catering company</li><li>Marking of flooring for servery queues including arrows for direction.</li><li>Children to use cups – filled by a MDA</li><li>Need more research on packed lunches</li><li>Storage of packed lunchboxes in classrooms</li><li>Look at all key areas of playground to zone for bubbles.</li></ul> | L2x I2 = 4 | SLT/CTs |
| Preparing the learning for all pupils | Parental expectation will remain high for home learning and pupil regression. | L4 x I2 = 8 | <ul><li>What will learning look like, and what will be set, for those who remain at home?</li><li>What will learning look like for children in school – vulnerable and key worker children?</li><li>Managing parental expectations.</li><li>What is in place for pupils we anticipate may need to remain at home for a long period of time due to personal medical conditions or circumstances?</li></ul> | <ul><li>Refer to the Remote Learning Policy and documentation regarding details and the schools approach to remote learning as this is clearly outlined here. There are clear expectations for each day.</li><li>All teachers to have zoom meeting on Monday 4th January 2021to clarify expectations across all year groups. EYFS will have a separate zoom.</li><li>Communication will be through the school App, Google classroom and Seesaw.</li><li>Work through Google Classroom is preferred however there are still some limitations due to parental devices, number of children accessing devices and internet access in some homes.</li><li>Need to continue to build on the expectations with parents to complete work – as it is a requirement.</li><li>Pupil Premium pupils – some have received DfE devices – more to be rolled out WB 04.01.22.</li><li>Ensure SLT are aware of families experiencing difficulties and provide devices where appropriate.</li><li>Consider the need for some families to have multiple devices due to number of children.</li></ul> | L3xI2=6 | SLT/CTs |

|  |  |  |  | • Constantly ensure parents are communicated regularly regarding home learning.<br>• Teachers to provide regular feedback to pupils.<br>• SLT to monitor home learning work send out in their phases. To review the whole provision regularly to look at systemic issues.<br>• Respond to feedback from parents and adjust provision where necessary.<br>• Staff will report lack of engagement to SLT to be followed up.<br>• Support staff and pastoral workers to support staff in the delivery and monitoring of Remote learning.<br>• Those pupils who are on site will be accessing quality learning in line with what other children are accessing. This will be delivered face to face. |  |  |
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| Food issues | Families experiencing financial difficulties and need to support with food | L3xI4= 12 | • What provision will be made for children entitled to FSM over the next 2 weeks (or longer if the situation changes)?<br>• What provision will be made for families who are struggling but do not qualify for FSM eg No recourse to public funds. | • Families who are entitled to FSM will be constantly monitored ensuring the list is maintained by the admin team.<br>• Check that those entitled to vouchers did receive them and use them over the holiday.<br>• Provide food parcels for families entitled to who are remaining at home – SH, AL and NK to arrange distribution/collection in consultation with catering staff.<br>• Families who are not entitled to FSM will be directed to local food banks and in an emergency be provided with supplies from the in school food bank | L3xI2=6 | HT/ Safeguarding team |
| Preparing contractors and visitors to the site. | Additional adults in the building do not know the procedures to minimise the spread of the virus and do not follow them. | L3 x I4 = 12 | • Adopt a 'non-essential visitor' approach. If the reason for the school visit is essential and does not amount to a group visit, the visit may go ahead, subject to a straightforward risk assessment. Refer to DfE Guidance<br>• The Health and Safety Executive have confirmed that there is still a requirement for statutory inspection of plant and equipment. Read HSE's guidance<br>• Assess the requirement for a contractor or visitor to enter the building.<br>• Inform visitors and contractors to maintain social distance and signpost location of handwashing/sanitising facilities | • All non essential work and on site visits have been cancelled<br>• Where a site visit is necessary the contactor will have the schools Covid 19 procedures – the school will also ask what precautions the contactor will take in line with their company policy. – consider access to site and plan any journeys across the site – there must be no contact with any staff or pupils.<br>• Plan access to minimise indoor travel and possible contact.<br>• Update handout sheet for contractors – electronic version to be text or emailed to visitor. | L3 x I2 = 6 | HT/HFO |
| Preparing Governors | Governors do not authorise the further opening of the school. | L2 x I4 = 8 | • Obtain executive powers to proceed with opening the school to more pupils.<br>• Share risk assessment with Governors.<br>• Gather comments and assurances from the Governors they are satisfied with the direction of thinking. | • Governors have been consulted and engaged with all plans.<br>• Once completed the updated RA will be shared with Governors and the CoG.<br>• Feedback will be taken from governors for the record.<br>• Exec HT will notify and communicate views of governors to parents via schools website. | L2 x I2 = 4 | ExHT |

| Headteacher: Paul A J Taylor | Date: |
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| | 03.01.2021 |
| Executive Headteacher: | Date: |
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**Useful Links –**

DfE  - Opening schools for more children and young people: initial planning framework for schools in England
DfE - Safer travel guidance for passengers
DfE – Getting tested for Coronavirus
DfE – Implementing protective measures in education and childcare settings
HSE – Latest information and advice
PHE – Public Health England