

# Preparing for the full opening of schools: control and protective measures and safeguards aide-memoire

## Introduction

This aide-memoire tool is designed to support leaders and those responsible for governance in reviewing the control and protective measures and safeguards they have put in place in preparation for the full opening of schools in September 2020. **This does not replace the school's risk assessment; this is an additional, optional supportive tool. The aide-memoire has been informed by the Department for Education (DfE) guidance for the full opening of schools – please see the links below.** It is designed to be used alongside '[Return and Recovery: a supportive planning tool](#)' which should be used to support leaders' strategic thinking in the short and medium-term.

**The aide-memoire does not cover all eventualities and leaders and governors will need to consider their own school's unique situation. Schools will need to continue to ensure that they have appropriate staff in place for the full opening, including trained designated safeguarding leaders and first aiders.**

This document is written for mainstream schools. There are additional considerations for special schools, residential schools, alternative provision and early years providers. Leaders and governors should therefore read and take account of any additional DfE guidance for these schools and settings.

## Contents

- A. Reducing the risk of transmission through a preventative system of controls
- B. Responding to any infection
- C. Helping pupils, parents and staff to understand the importance of good hygiene and how infection is transmitted
- D. Conducting site safety checks prior to the full opening of schools
- E. Behaviour and safeguarding
- F. Vulnerable and clinically vulnerable people
- G. Communication of plans, training and well-being.

## Key links and references

It is important for leaders and governors to refer to the DfE guidance. The link to the suite of guidance for education settings is [here](#). Here are quick links to some of the key guidance:

[Guidance for full opening: schools](#)

[Keeping children safe in education](#) (including September 2020 update)

[Coronavirus \(COVID-19\): safeguarding in schools, colleges and other providers](#) and [Safeguarding and remote education during coronavirus \(COVID-19\)](#)

[Safe working in education, childcare and children's social care settings, including the use of personal protective equipment \(PPE\)](#)

[Health and safety guidance on educational visits](#)

[Actions for schools during the coronavirus outbreak](#)

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[Supporting vulnerable children and young people during the coronavirus \(COVID-19\) outbreak](#)

[Decontamination in non-healthcare settings](#)

[Safe working in education, childcare and children’s social care settings, including the use of PPE](#)

[Government stay at home guidance](#)

[NHS track and trace](#)

[Government guidance on testing](#)

[Public health protection teams](#)

[Government guidance – staying alert, after 4 July \(including for clinically vulnerable people\)](#)

[Milton Keynes COVID-19 health and safety checklist](#)

Section A	Have we ensured that...	RAG	Notes
<p><b>Reducing the risk of transmission through a preventative system of controls</b></p> <p><i>(See DfE guidance for full opening of schools. Numbers 1-4 must be in place in schools all the time. Number 5 must be considered, and schools must put in place measures that suit their particular circumstances. Number 6 applies in specific circumstances.)</i></p>	<p><b>1. We have minimised contact with individuals who are unwell by ensuring that those who have COVID-19 symptoms, or who have someone in their household who does, do not attend school?</b></p> <ul style="list-style-type: none"> <li>● Pupils, staff and other adults do not come into the school if they have COVID-19 symptoms or have tested positive in the last 7 days?</li> <li>● Anyone developing COVID-19 symptoms during the school day is sent home immediately and advised to follow ‘stay at home’ government guidance?</li> <li>● Those pupils awaiting collection by their parents wait in a separate room with appropriate adult supervision, at least 2 metres away? (If a pupil needs to use the toilet while awaiting collection, the toilet is cleaned and disinfected before being used by anyone else.)</li> <li>● The area around someone with symptoms is cleaned with normal household bleach after they have left?</li> <li>● PPE, including a mask, is worn by staff if a distance of at least 2 metres cannot be maintained from any pupil who is displaying symptoms of coronavirus while the pupil is awaiting collection by their parent?</li> <li>● Everyone washes their hands thoroughly for 20 seconds with soap and running water or uses hand sanitiser after any contact with someone who is unwell?</li> </ul>		

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<p><i>This is in place in school all the time.</i></p>	<p><b>2. We have implemented thorough hand washing routines ensuring that hands are cleaned thoroughly more often than usual?</b></p> <ul style="list-style-type: none"> <li>• Good personal hygiene and regular handwashing is given suitably high prominence in the school’s protective measures and daily routines?</li> <li>• Pupils and staff wash their hands - on arrival, before and after eating, after using the toilet and after sneezing and coughing?</li> <li>• Pupils and staff wash hands frequently with soap and water (for at least 20 seconds) and dry thoroughly or, where this is not possible, use alcohol hand rub or sanitiser ensuring all parts of the hand are covered?</li> <li>• Staff wash their hands and surfaces before and after handling pupils’ books?</li> <li>• Help is available for pupils who have trouble cleaning their hands independently?</li> </ul>		
<p><i>This is in place in school all the time.</i></p>	<p><b>3. We are promoting good respiratory hygiene?</b></p> <ul style="list-style-type: none"> <li>• Staff and children are asked to use a tissue or elbow to cough or sneeze into and use bins for tissue waste? We have implemented, ‘catch it, bin it, kill it’?</li> <li>• Pupils and staff are encouraged not to touch their mouth, eyes and nose?</li> <li>• We have completed risk assessments and provided appropriate support for pupils with complex needs who struggle to maintain good respiratory hygiene?</li> </ul>		
<p><i>This is in place in school all of the time.</i></p>	<p><b>4. We have implemented enhanced cleaning and hygiene routines?</b></p> <ul style="list-style-type: none"> <li>• There is an enhanced and more frequent cleaning of rooms, other spaces including toilets and frequently touched surfaces using standard products such as detergents and bleach?</li> <li>• Classrooms, toilets and all areas used are cleaned thoroughly at the end of the day?</li> <li>• Shared spaces such as the hall which may be used by different ‘bubbles’ in the day are cleaned after each group has used these spaces?</li> <li>• Classroom resources and equipment are cleaned regularly?</li> <li>• Any resources and/or equipment that are shared between ‘bubbles’ are cleaned frequently and meticulously and between use by different ‘bubbles’?</li> <li>• Sanitising wipes are used regularly to wipe down equipment such as computers and phones?</li> <li>• Hot water and soap are available in every toilet for hand washing?</li> <li>• Where possible running water and soap are available in every classroom/area for hand washing?</li> </ul>		

	<ul style="list-style-type: none"> <li>• Where a sink is not nearby, hand sanitiser is available in classrooms and other learning environments?</li> <li>• Disposable tissues are supplied in each classroom and in other learning environments?</li> <li>• Lidded bins for tissues are in classrooms and other key locations – these are emptied (double bagged) throughout the day?</li> <li>• We have adequate supplies of tissues, cleaning products, plastic bags, disposable cloths, soap and hand sanitiser?</li> <li>• Caretaking/cleaning staff keep supplies topped up during the day?</li> <li>• Premises staff have had training in the school’s new routines and controls?</li> <li>• COSHH risk assessments have been completed for any new products?</li> </ul>		
<p><i>We have considered these arrangements and taken into account our school’s particular circumstances.</i></p>	<p><b>5. We have minimised contact between individuals and maintained social distancing wherever possible?</b></p> <p><b>General principles and controls -</b></p> <ul style="list-style-type: none"> <li>• Taken all reasonable steps to reduce the number of contacts between pupils and staff?</li> <li>• Teaching groups are organised and maintained in separate groups such as class or year group ‘bubbles’ that do not mix for the majority of classroom time?</li> <li>• When staff or pupils cannot maintain distancing (particularly with younger primary pupils), we have reduced risk by keeping pupils in smaller, class-sized groups?</li> <li>• For pupils who are old enough, they are supported to maintain distance within groups and not touch each other or staff where possible?</li> <li>• Where pupils mix into wider groups, such as for any specialist teaching, this is carefully managed and kept to a minimum with appropriate controls?</li> <li>• Where staff need to move between classes and year groups, they keep their distance as much as possible from pupils and other staff (ideally 2 metres from other adults)?</li> </ul> <p><b>In the classroom -</b></p> <ul style="list-style-type: none"> <li>• We have maintained a distance between people, avoided face to face contact and minimised time spent within 1 metre?</li> <li>• Staff maintain distance from pupils, staying at the front of the class and maintain a safe distance from colleagues wherever possible (<b>secondary schools</b>)?</li> <li>• Where possible, adults maintain a 2 metre distance from each other and from pupils?</li> </ul>		

	<ul style="list-style-type: none"> <li>• Where possible, we have made small adaptations to classroom layout to support distancing such as seating pupils side by side and facing forwards?</li> </ul> <p><b>Elsewhere in the school and curriculum considerations –</b></p> <ul style="list-style-type: none"> <li>• ‘Bubbles’ are kept apart and there are no large gatherings such as assemblies?</li> <li>• Movement around the school is kept to minimum?</li> <li>• Reduced ‘traffic’ in corridors and circulation spaces to avoid congestion?</li> <li>• Considered break and lunch time arrangements to ensure distancing and separation of ‘bubbles’?</li> <li>• We have reviewed and arranged staff spaces such as staff rooms, meeting rooms and preparation areas to help staff to maintain distance from each other?</li> <li>• We have reviewed space and rooms for any visitors to enable distancing?</li> <li>• We have taken appropriate steps to reduce and manage risk in music when pupils are singing or playing wind/brass instruments? (Distancing/maximim of 15 in a group/playing outside.)</li> <li>• We have taken appropriate action to reduce and manage risk in physical education such as no contact sports and cleaning of equipment between groups?</li> <li>• We have reviewed other subjects in the curriculum and taken action, where needed, to reduce risk?</li> </ul> <p><b>Arriving and leaving the school premises -</b></p> <ul style="list-style-type: none"> <li>• Considered staggered start times and where possible/necessary adjusted start and finish times to keep groups apart as they arrive and leave school? (While ensuring teaching time is not reduced.)</li> <li>• Parents are encouraged to support their children in walking or cycling to school?</li> <li>• We have taken all reasonable steps to support social distancing by making sure that parents do not gather on the playground or outside the school gate?</li> <li>• Only one parent can deliver or pick up a child to/from school?</li> <li>• For the time being parents may only come onto the school site by prior appointment?</li> <li>• Social distancing protocols for the start and end of the school day, and the school’s systems of controls are clearly set out in the school’s written policy which has been shared with parents, pupils and staff?</li> <li>• Pupils and staff wash their hands on arrival at school?</li> <li>• Hand sanitiser is provided at main entrances/exits?</li> </ul>		
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	<ul style="list-style-type: none"> <li>• We have implemented a process for removing face coverings when pupils and staff who use them arrive at school: pupils have been instructed not to touch the front of their face when removing them, dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they take home with them and must wash their hands immediately afterwards?</li> <li>• We have worked with the LA to ensure that appropriate safety measures are in place for dedicated school transport?</li> <li>• We have liaised and worked with the LA, providers and parents regarding safety considerations for any pupils who travel to school using public transport?</li> </ul> <p><b>Equipment and resources -</b></p> <ul style="list-style-type: none"> <li>• Individual and very frequently used equipment such as pencils and pens are not shared by pupils or staff?</li> <li>• Classroom based resources such as books and games are kept for use exclusively by each separate 'bubble'?</li> <li>• Any resources that are shared between classes or bubbles such as sports, art and science equipment are cleaned frequently and meticulously and between use by different 'bubbles'?</li> <li>• We have limited and reduced the amount of equipment pupils bring into school each day?</li> <li>• Avoided the unnecessary sharing of resources?</li> <li>• Applied the school's routines and expectations on hand cleaning and the cleaning of resources which are shared?</li> <li>• Outdoor playground equipment is more frequently cleaned?</li> <li>• We have reviewed the resources we use and considered and taken action, as needed, to reduce risk?</li> </ul> <p><b>Other considerations – (SEND, visitors, visiting staff, attendance at different settings)</b></p> <ul style="list-style-type: none"> <li>• We have taken into account and planned for the specific needs and support needed for pupils with SEND?</li> <li>• Taken all reasonable steps to minimise contact and maintain distance between school staff any visiting staff/professionals/contractors or temporary staff that work in different schools and/or settings?</li> <li>• We have provided appropriate guidance to any visitors (including visiting staff/professionals/contractors or supply staff) on or before arrival at the school?</li> </ul>		
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	<ul style="list-style-type: none"> <li>We have worked with collaboratively with other providers to implement a system of controls and address any identified risks for any pupils attending more than one school/setting?</li> <li>Contractors and suppliers adhere to the school's COVID-19 procedures?</li> <li>Any visitors follow the school's hygiene and social distancing measures?</li> <li>Parents, visitors and contractors know that they are not to enter the premises if they have COVID-19 symptoms?</li> </ul>		
<i>We have considered the use of PPE for specific circumstances.</i>	<p><b>6. We have considered and made arrangements for the provision of personal, protective equipment (PPE)?</b></p> <ul style="list-style-type: none"> <li>We have implemented a process for removing face coverings when pupils and staff who use them arrive at school? (See above – arrival at school)</li> <li>PPE is available for staff and worn where pupils' care routinely involves the use of PPE due to their intimate care needs?</li> <li>PPE, including a mask, is worn by staff if a distance of at least 2 metres cannot be maintained from any pupil who is displaying symptoms of coronavirus while the pupil is awaiting collection by their parent?</li> <li>Staff have received instruction in the correct use and disposal of PPE?</li> </ul>		

Section B	Have we ensured that...	RAG	Notes
<b>Responding to infection</b>	<p><b>7. We have engaged with the NHS Test and Trace process?</b></p> <ul style="list-style-type: none"> <li>We understand the NHS Test and Trace process and how to contact the local public health protection team?</li> <li>We have informed staff, parents and carers that they will need to be ready and willing to book a test, provide details of anyone they have been in close contact with if they test positive and self-isolate as per the 'stay at home' guidance (see above)?</li> <li>We have informed parents, carers and staff of the importance of them informing the school immediately of the results of any test?</li> </ul>		

	<p><b>8. We have implemented a procedure to manage any confirmed cases of COVID-19?</b></p> <ul style="list-style-type: none"> <li>• We inform the local health protection team of any confirmed cases (see guidance above)?</li> <li>• Work with the health protection team and follow their guidance and instructions?</li> <li>• Support this process by keeping careful records of attendance so that we understand ‘contacts’ between staff and pupils and between pupils?</li> <li>• Work with the health protection team and follow any guidance regarding household members and other contacts? (See guidance above – NHS testing and tracing)</li> </ul>		
	<p><b>9. Have procedures in place to enable us to take appropriate action in the end of an outbreak?</b></p> <ul style="list-style-type: none"> <li>• In the event of any outbreak we work in close partnership with the local authority and the local health protection team?</li> </ul>		

Section C	Have we made sure that...	RAG	Notes
<p><b>Helping pupils, parents and staff to understand the importance of good hygiene and how infection is transmitted</b></p>	<ul style="list-style-type: none"> <li>• We have engaged with and informed the school community of our enhanced prevention, control measures, our procedures for responding to any infection and hygiene routines? (Including NHS Track and Trace)</li> <li>• We have provided additional resources such as e-bug and PHE resources to help educate the school community about infection control and how to reduce and minimise risk?</li> <li>• Posters and reminders about good hygiene are displayed prominently around the school, in toilets and classrooms and at each point of entry to the school (E-bug, horrid hands, super sneezes, hand hygiene etc.)?</li> <li>• Younger pupils are helped to remember the hygiene rules for example through songs and games?</li> </ul>		

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Section D	Have we made sure that ...	RAG	Notes
<b>Conducting site safety checks prior to wider opening</b>	<ul style="list-style-type: none"> <li>• The school has been thoroughly cleaned prior to the full opening of the school?</li> <li>• We have undertaken a health and safety check of the building and school site <b>using the local authority's health and safety <a href="#">COVID-19 checklist</a></b>?</li> <li>• Water systems are fully operational and appropriate Legionella checks and procedures have been followed? (E.g. regular flushing, temperature checks.)</li> <li>• Our fire evaluation procedures have been updated to reflect any new arrangements (planned practice is scheduled for the first week back at school)?</li> <li>• Other statutory maintenance and compliance checks have been carried out?</li> <li>• We have reviewed arrangements for building-related systems including hot and cold water, gas, fire safety, kitchen equipment, security and access control, intruder alarms, ventilation? <a href="#">Please see COVID-19 checklist</a></li> <li>• Classrooms and other spaces are well ventilated? Doors are propped open (not fire doors that must not be propped open) to increase ventilation and limit the use of door handles?</li> <li>• We have followed the guidance in <a href="#">Managing school premises during coronavirus outbreak?</a></li> </ul>		<p><i>Leaders and governors need to take into account the different premises and site maintenance requirements of their unique setting. This aid-memoire is not exhaustive but highlights the key aspects to be considered.</i></p>

Section E	Have we made sure that ...	RAG	Notes
<b>Behaviour and safeguarding</b>	<ul style="list-style-type: none"> <li>• Our behaviour policy has been updated with an additional annex to include the rules we are asking pupils to follow about social distancing and to reflect the current situation?</li> <li>• We have taken account of the needs of pupils with SEMH and the potential impact of the school closure and emergency. Plans and risk assessments for these pupils have been reviewed and updated?</li> <li>• We continue to follow the statutory guidance - 'Keeping Children Safe in Education' (KCSIE)?</li> <li>• Our safeguarding policy has been updated to reflect the updated KCSIE 2020 with an additional annex to include the adjustments we have made to reflect the current situation, particularly regarding online?</li> <li>• Staff have had up to date guidance about behaviour and safeguarding and are confident and knowledgeable about the procedures they should follow in the current situation?</li> <li>• We have robust procedures in place to follow up non-attendance, particularly for pupils with SEND, vulnerable pupils and any pupils identified as being at risk?</li> </ul>		

Section F	Have we made sure that ...		
<b>Vulnerable and clinically vulnerable people</b>	<ul style="list-style-type: none"> <li>• We have liaised with professionals regarding pupils who are no longer required to shield, but who remain under the care of a specialist health professional? We have worked with these professionals regarding arrangements for these pupils' return to school?</li> <li>• We have reviewed the plans for vulnerable pupils of all age groups with education health and care (EHC) plans and updated risk assessments as necessary?</li> <li>• Where needed, we have provided additional support to help pupils follow our social distancing and safety measures? (For example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules)</li> <li>• Staff know what actions they need to take to reduce risk when the school's hygiene rules and social distancing are not possible, for example when transporting pupils with challenging behaviour who need support to access a vehicle or fasten seatbelts?</li> <li>• We have followed the guidance regarding staff who are clinically vulnerable (including those who are pregnant) or extremely vulnerable and considered how these staff are deployed?</li> </ul>		<p><a href="#">Guidance on conducting risk assessments in SEND settings is here.</a></p> <p><a href="#">Government guidance – staying alert, after 4 July (including for clinically vulnerable people)</a></p>

Section G	Have we made sure that ...		
<b>Communication of plans, training and well-being</b>	<ul style="list-style-type: none"> <li>• We have considered any additional support or training needs for staff and pupils including return to the school/setting? (For example, support for younger pupils who may be anxious about returning to school, support for staff returning to work.)</li> <li>• Any updates to procedures have been communicated in a timely manner with contractors and suppliers to enable them to prepare their plans for opening? (For example - cleaning, catering, food suppliers, hygiene suppliers.)</li> <li>• The well-being of staff, pupils, governors and everyone in the school community is a priority?</li> <li>• We continue to involve and communicate effectively with staff and everyone in the school community?</li> </ul>		

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Please remember - this guidance is subject to change – always check the latest government guidance.