CORONAVIRUS (COVID-19) RESPONSE POLICY 2020
&
RISK ASSESSMENT UPDATED SEPTEMBER 2020

Contents

Introduction

The situation with regard to Coronavirus (Covid-19) is fast-moving and hard to predict. This document is based on the most up-to-date guidance from the Department for Education and Health Protection Agency for educational settings, which can be accessed here, further information and government guidance can be found here.   It was written to prepare for a range of outbreak scenarios, whilst considering the major implications for pupils, staff and the community during their ongoing education.

Section 1 | Covid19 Strategy

The following steps and systems are in place to plan and prepare for a widespread outbreak of the virus:

1   The Risk Assessment in Section 3 ensures clear delegation of responsibilities and actions, it operates in response to documentation from the DfE on opening schools. This policy applies guidance from the government's 5 systems of control to the academy's circumstances to minimise the risk of transmission of Covid19.   This document seeks to ensure that the safety of all, quality of education and needs of the most vulnerable are met in the event of an outbreak, partial or full closure. Staff or pupils who are at higher risk i.e. those who have underlying health conditions are also supported in the risk statement. All departments have subject based risk assessments which are in alignment with this strategy, allowing leaders to identify additional countermeasure specific to their areas where appropriate.

2   Administrative staff at the academy ensure that families and teachers regularly update their contact details. This measure will allow swift communication with all stakeholders should future closure be required during opening hours or in the event of a member of the school community testing positive.   Special contingency is in place to support families if they have members working in vital services, such as emergency services.

3   Procedures are in place to provide strong communication and track risk in the local community, the Vice Principal Systems will act as liaison to parents and the leadership team, keeping up to date with local and national information and fielding inquiries within the school and wider community.

The Vice Principal Systems will:

a.   Update the academy **ASL system** *'Alert Status Level'* using the 'Red-Amber-Green' indicators. Each colour represents a tiered response which escalates the level of intervention based on scientific evidence and infection rate, details follow in section 3.

b.   Utilise NHS Trust triage data to review local risk levels, use this to track increases in Warrington and in the surrounding Burroughs so that the internal ASL response can be operated more flexibly than national action.

c.   Utilise other dynamic data sources to inform the ASL risk and update internal measures appropriately. This alert system mirrors best practice observed internationally.

4   Since children and adults interact outside of the academy Covid19 is already spreading prior to arrival at school. In light of this and to control the virus, all children, staff and visitors will participate in sophisticated temperature checking using medical grade infra-red thermometry. On arrival at school, year groups follow a staggered start procedure, entering via checkpoints. Each child's temperature is analysed against their three-day moving average following an acclimatisation period, this is to mitigate seasonal changes and fluctuations in ambient air temperature. Trigger thresholds and systems are in place to respond to unusual elevations in results. This system has been developed in consultation with the Liverpool School of Tropical Medicine. Where average temperature checking indicates a fever, individuals are safely directed home, they are permitted to return to school following guidance which is inline with the NHS and Health protection Agency.

5   Remote teaching has been fully developed and implemented using a blend of google resources and zoom, this ensures that there is no loss of learning for any student required to self-isolate or return home for testing. Students required to isolate will remain fully supported by well-integrated safeguarding procedures developed during the March 2020 lockdown. The teaching timetable has been enhanced so that a virtual period exists for each subject and each year group across the timetable, allowing students to login to high quality lessons from home should that become necessary.

6   Internal track and trace systems have been introduced which are designed to actively identify potential exposure to Covid19. If a student triggers the temperature checking procedures or displays other recognised symptoms, an interaction tree is used to identify and trace back potential risk to other individuals. Robust systems are in place for containing possible spread of the virus and communicating concerns immediately to parents and organisations such as the Health Protection Agency. Digital seating plans are maintained centrally for all occasions where children mix including lessons and dining. This supports our internal 'Track and Trace' programme by allowing us to identify and selectively isolate children at risk without limiting their access to the wider curriculum. Children required to isolate are educated remotely at home and continue to receive the same teaching as their peers.

7   Systems are in place to ensure that health and safety procedures are robustly followed, medical equipment such as inhalers or student medication is checked frequently. Numerous handwashing station have been installed around the school to reduce the risk of the virus spreading if it enters the building. PSHE programmes have been developed to teach students about personal hygiene and safety as part of the academy ASPIRE programme. Site staff and ancillary services receive regular up to date safety briefings on waste handling and disposal. Sophisticated air filtration units capable of sterilising large volumes have been installed in communal spaces such as the dining room.

8   To implement the 'multiple bubble' model, the academy has followed DfE guidance on strategies to reduce person-to-person close contact and limit potential pinch points. Measures have been adopted which are workable in our specific circumstance.

9   All consumable stocks and sanitation supplies are in place, this includes hand wash, face covering, tissues, cleaning materials and equipment. School meal menus have been adapted to increase safety and limit potential for contamination internally or from external food suppliers. Protective PPE is available to support cleaning services. Staff are required to wear protective facial wear in communal areas. Parents have been advised in line with World Health Organisation and national guidance on the requirement for students to wear face coverings in communal places.

10 In the event of and outbreak, partial or full closure, clear protocols are in place to ensure that families are fully supported during the transition to home learning. A fully functional 'Command Centre' exists which centralises all remotely learning resources, safeguarding and communication functions for parents and staff.

Section 2 | Sources of information and support
This policy was based on the following guidance and recent scientific evidence from the WHO and CDC.

- DfE guidance for opening school
- Downloadable posters
- Parent information
- COVID-19 guidance for educational settings
- NGA information for governing boards

DfE helpline | coronavirushelpline@education.gov.uk or call 0800 046 8687
For NHS advice call 111, for Medical Emergencies call 999

Section 3 | Risk assessment – Alert Status Level (ASL)
This assessment considers escalating viral risks, ASL trigger points and response measures to limit the dangers of Covid19. This document is not exhaustive and does not claim to anticipate specific risks in every situation.

King's Leadership Academy Warrington | Great Schools Trust

Risk assessment document updated 19th September 2020

Government Response Stage	King's ASL Trigger Points (Alert Status Level)	Response Measures for Maintaining School Bubble	Responsibility
Phase 1 – 'vigilance' This involves maintaining a high level of alertness and following guidance on social distancing and hygiene.	**ASL – Green** **Determined by Data here** Low threat, staff and students follow generally accepted guidance and practice, refer to web links section 2.	Whole school reminders for hygiene measures via posters, assemblies and ASPIRE classes. Handwashing facilities, stations and soap available. Air sterilisation. Follow King's policy for sickness. Check code for recording absences. Activate remote learning for anyone triggering the average temperature tracking. Work with HPA, DfE and Local Authority.	KSH - VP EGA – AP Pastoral teams
Phase 2 - 'prevention' Following phase 1, the next step is to stop the virus entering the academy by trying to catch cases early and track contacts to avoid the spread of disease.	**ASL – Amber** **Determined by Data here** Increased absence rates of pupils or staff. Local increases in NHS trigae/sickness. Health Protection Agency alerts. Specific guidance from the Department for Education. Government COBRA committee announcements/SAGE. Suspected cases or specific illness in school or within the community. Change in local triage data	Includes all of the above. Increased measures for social distancing at school. Average temperature checking initiated supports contact tracing, implement remote learning strategy if children/staff are required to self-isolate after testing. Activate robust track and trace interaction-tree procedures. Use of government provided test kits. Bubble integrity maintained through digital seating plans in all areas. Increase hygiene procedures reminders and daily deep cleaning, students and staff wearing face covering sin key areas. Communicate vital information to all staff and visitors to the school. Hygiene lessons for all pupils, visual prompts. Enforced handwashing before eating of food and snacks.	KSH – VP EGA – AP Pastoral teams

		Robustly follow HPA and NHS guidance on isolation periods and requirements for families and staff. Increased tracking for all absences.	
Phase 3 - 'containment' If the virus enters the academy remote learning will be deployed to enforce social distancing for those required to isolate.	**ASL – Amber/Red** **Determined by Data here** Directed by cases or increased likelihood of cases. Health Protection Agency alerts on restrictions. Specific guidance from the Department for Education. Government COBRA committee announcements. Local or national lock down procedures considered.	Includes all of the above. Reduction of person-to-person close contact in all areas, including remote learning for those infected or at risk form exposure, whole school assemblies and school events, restricted dining and wider application of remote learning using classroom to cloud systems. Broad screening options, i.e. taking temperature throughout the day where there is concern. Directed use of face coverings and site ventilation. Additional cleaning measures. Restrictions or exclusions placed on visitors to school site. Increased tracking for all absences..	SIE - P KSH – VP EGA – AP Pastoral teams
Phase 4 – 'control' If infections are considered widespread, partial or full lockdown will be considered.	**ASL – Red** **Determined by Data here** High levels of sickness at the academy and locally. High rates of absence. Significance of danger of disease or illness. Specific guidance from the Department for Education. Government COBRA committee announcements. Local lock down instituted	Includes all of the above. Partial or full closure of classes/school/ site, potential years groups sent home to engage in full cloud curriculum and online learning. Additional cleaning measures. Exclusion of visitors. Increased tracking for all absences.	SIE – P SLT Pastoral teams

Section 4 | Risk Assessment - Actions in response to specific issues

Potential issue	Response	Responsibility
Minimising 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.	Medical-grade thermometers are used to track temperature on arrival to school. Rolling average data is used to increase monitoring validity. There are a number of additional procedures, including temperature acclimatisation which also forms part of the strategy. The approach is similar to what is employed internationally in countries that are recognised as having effective pandemic management. Preventing entry is still the most reliable method for reducing the spread of the virus. On entry to the building, students are grouped within their year cohorts to ensure that a strong curriculum can be accessed whilst minimising contact with anyone who is potentially unwell. Some schools refer to these arrangements as 'bubbles', the arrangements at King's go beyond this to allow traceable groupings in all lessons and during family dining where students are allocated seating positions. Seating positions are a crucial component of our internal **track and trace** system. This means positive case of COVID-19 can be swiftly traced and anyone who has been in contact with that person isolated. Systems for remote learning, including a classroom to cloud timetable run in parallel to normal lessons ensure that anyone required to isolate can still access the full curriculum at home. Pastoral services had developed a digital command centre to support students and families who are required to isolate. The purpose of this centre is to actively identify cases, safeguard children and support parents who may struggle to access testing. The academy has limited school contact to essential visitors only and have migrated many face-to-face practices to Zoom-based sessions, this includes tutoring and parental meetings.	EGA KSH STA
Pupil or staff members displaying or reporting possible symptoms, including temperature spike above their rolling average	Individuals/groups are required to self-isolate in accordance with guidance from the NHS and Health Protection Agency. If staff are on site they are required to inform the Principal/line manager immediately if symptoms develop. In addition to the above strategies the academy has access to the government allocation of test kits for those who have been have been in contact with someone infected, this is operated in collaboration with Warrington NHS, social distancing measures strengthened for those individuals. Face mask provided and required, temperature checking frequency increased and enforced hand sanitisation. Staff and community are regularly informed of local outbreaks and the current risk level is communicated through the academy **ASL Status** as previously described. Reminders for staff, parents and pupils of the academy's hygiene and sickness procedures.	SIE KSH BBA

Use of face coverings in schools.	Students and staff are guided to wear face coverings in communal areas, including corridors and anywhere in the building where it is difficult to maintain social distance. In response to an increase in local cases, students are permitted to wear coverings more widely should they wish. This has not affected the quality of learning or interaction between teachers and students. Students have been educated on how to wear and remove the coverings safely. The academy has additional face coverings available if required.	
Managing potential teacher shortage	Whilst this has not been a problem thus far, teachers can zoom in from home so that lessons continue a close to normal as possible if isolation becomes necessary, a daily virtual timetable exists for this reason so that students are not disadvantaged. Under rare circumstances decisions may be taken to split class provision, redistribute senior leaders, consider partial closure for certain classes in favour of virtual zoom teaching, or run part-time timetables dependant on the **ASL level.**	SIE
Support staff shortage	Strategies have been developed to cover key roles making best use of remote technology, including redistribution of staff capacity to ensure prioritisation is afforded those children of highest need, or transition to classes with capacity available to support children with specific needs such as SEND.	SIE
Protection for most vulnerable children	Those with underlying health concerns, complications or identified as vulnerable have received risk assessments. Discussion with parents/carers has taken place, strategies have been agreed on the initial steps and measures to keep children safe, including but not limited to isolation, face covering and remote learning.	SLA
Staff with known underlying health issues, including pregnant staff	All colleagues have been asked to contact their medical advisor/consultant to seek advice on their condition. Systems are in placed to allow flexible working from home using remote technology if the ASL level changes and the risk increases, face coverings/visors can be used more freely.	ED
Kitchen and catering (including provision for partial closure or shut down)	Parents/carers will provide packed lunches, where that is not possible, a range of other catering providers have been contacted and accounts set up with them which can be activated at short notice to ensure food is available. Systems are already in place to provide food vouchers. Increased cleaning and hygiene measures have been designed to ensure that the kitchen can operate at a reduced capacity to provide basic food. Protective equipment has been provided for those preparing and serving food, for example, face masks with visors and disposable gloves.	ED
Personal hygiene and focus on cleaning for students.	Hygiene and handwashing facilities have been placed around school, there are now numerous electronic dispensers on each corridor and staff supply hand gel on entry/exit from their rooms. Students have received lessons on how to keep safe by applying frequent sanitisation.	EGA STA

	Students are invited to bring their own hand sanitisation products if they wish. They are required to use them throughout the day.	
Ensuring good respiratory hygiene and promoting the 'catch it, bin it, kill it' approach.	In line with research stating adequate ventilation is one of the most effective preventative measures, the school has undertaken the following actions: - Invested in an industrial, ultraviolet light air filtration unit which runs constantly sterilising the air in communal spaces, such as the refectory. During the evenings this device cleanses the air in the building ahead of the next day. - Automatic ventilation in all rooms is consistently activated and larger spaces are extracting air to the exterior of the building to facilitate circulation. - Respiratory hygiene lessons have been delivered since early lockdown and continued regularly. Student-friendly posters and reminders have all been displayed throughout the academy and will be reinforced throughout the year.	EDA AHU
Introduce enhanced cleaning throughout the academy	The Academy has increased cleaning throughout the day, especially in communal and frequently accessed spaces. Disinfectant wipes and cleaning products are in classrooms and topped up regularly. All deliveries to the school are sanitised and quarantined before permitted into the school protected environment. Contact areas are sprayed between lessons with a safe disinfectant to sanitise surfaces.	EDA AHU
Minimising contact between individuals and maintaining social distancing wherever possible.	Whilst the academy recognises that children will mix before and after school, detailed consideration has been given to the following measures which apply to our circumstance: A staggered start to the day to ensure distributed entry into the building. At the start of the day, students wear face coverings until they enter their allocated protective group (often referred to as bubbles). The Academy operates split lunch procedures to limit the amount of possible interactions between individuals. All subjects have individual risk assessments designed to mitigate risk in their specific discipline. Floor markings are in place to guide students with distancing and reminders to keep distance are placed around the building.	
Site team shortage	Emergency cover staff/SLT have been designated to provide key tasks, for example, site unlocking and locking, checking water temps, heating and air circulation, security and fire alarm systems.	ED
Leadership team shortage	Capacity exists to elevate middle leaders. Payroll is managed remotely to ensure that it remains unaffected and administrative systems ensure that suppliers continue to be	SIE

	paid and the schools has the resources it needs to continue effectively. Where statutory duties are expected such as financial returns and safeguarding there is multiple redundancy within the leadership/administrative personnel teams to ensure that those tasks can continue.	
Admin shortage	Staff with capacity and flexibility have been identified to cover a wide range of administrative operations should it be required. Systems in place to inform parents of alternative arrangements which may require them no to visit reception or use regular communication routed unless it is an emergency. Pastoral leaders have been empowered to act as communication hubs for specific year groups in a crisis and to cover key tasks such as first aid provision.	SPE
Other school users and lettings management	All visitors and other users of the school are informed of site control measures, including the requirement for additional hand washing and suspension of access/usage. This is provided as a written document for them to engage with when they arrive, similar to the safeguarding procedures. All staff on site are expected to abide by this minimum safety policy.	ED
Extended shut down	The complete curriculum will migrate into the cloud using zoom and google services. Strategies are in place for the continuation of learning and communication with pupils and families e.g. use of technology to deliver assemblies, course work, tasks, form time, ASPIRE lessons, reading, software/apps etc.	SIE SLT
Safeguarding	The academy will continue to proactively check on any unexplained absences following the phase system, for example, if a pupil is off but parents/carers don't call in the same day. The digital command centre which was developed during lockdown is now a fully established system for reporting and responding to safeguarding concerns including hotline number, actions and key worker/vulnerable child logging etc. The academy has one designated safeguarding lead and deputy. There are also two ex-DSLs on staff, should absence occur one or both can step up to ensure that the systems continue effectively. All staff have received extensive training in the use of digital technology to ensure that they remain safe at all times and that the children they care for are well supported and safe online. The academy has developed its own digital safeguarding training package which serves to keep all staff fully up to date with the latest expectations in the 'Keeping Children Safe in Education' white paper 2020. *Helpful Information* Safeguarding considerations below for online learning provided by the London Grid for Learning. www.lgfl.net/about/coronavirus.	SAL

	The CBBC Newsround link explains Covid19 implication in a child-friendly way. The following Top Ten Tips for 'Talking to Your Children is a helpful for teachers when reassuring their learners. About Scary World News' provided by the Mental Health Foundation is helpful for vulnerable children. Fire alarms, evacuation and intruder lockdown procedures are covered by several staff to ensure they operate normally	
Pupils with SEND	School visitors and multi-agency visits are limited to where medical or learning needs are acute. Home visits, therapy visits will be conducted virtually wherever possible. In the case of closure: Pupils with SEND will be supported remotely with a full suite of developed resources and digitally assigned teaching scholars to zoom rooms. Decisions about the quality of provision for SEND during closure, will always take into consideration any reasonable adjustment which could be made to enable students with disabilities to access full arrangements. Where the school has specific equipment for supporting physical health, this will be loaned to families during school closures.	SLA
Vulnerable pupils, staff and families	Regular contact will be maintained with the families of any child who appears on the academy 'at risk register' to ensure normal attendance. Regular procedures for tracking attendance will be guided by the ASL system with respect to home visits and multi-agency work. The academy will rigorously check all absences of pupils and any potential safeguarding issues arising will be communicated will be addressed. There may be vulnerable family members connected to pupils or staff who require consideration, for example, where a lone parent is immunocompromised, additional measure are in place to ensure that we protect those members of the community. In the case of academy closure, a financial hardship fund has been introduced to support families most at risk, this includes clear protocols with the Local Authority to make any necessary referrals. Food bank vouchers and wireless access schemes for vulnerable families are well established. Hotline numbers shared with all vulnerable families signposting where they can reach support if needed.	SLA

Financial risks	Anticipating costs and losses, for example: • Loss of funding due to lettings factored into annual financial statements • Contracted services which could continue to incur costs during lockdowns will be renegotiated at the point of renewal • Cancellation of trips has been done in line with government guidance to ensure minimum losses to the school. • Additional cleaning costs and materials/PPE. • Rising prices/inflation of essential supplies, mitigated by increased purchasing at a lower rate of charge. • Coronavirus related charges/costs actively reimbursed by government schemes were possible e.g. infrared devices	ED/SIE
Communication	Regular briefings ensure clear communication necessary and guidance provided to pupils, staff and parents. Official notices and updates delivered by email followed by post and social media. During lockdown, direct telephone service is available 7 days per week to ensure families remain safe. Emergency key contacts list updated i.e. site staff, senior leadership team, transport providers, catering, cleaning, IT etc. Comprehensive information has been gathered on families who work in vital areas, such as emergency services and food distribution so that immediate support can be offered should a second pandemic occur.	KSH
Local advisory council and trustees	The academy has followed guidance from the National Governors Association (NGA) and the information sheet they have produced. To operate in line with articles and standing orders, virtual meetings have occurred over zoom with the trust and local advisory groups to ensure compliance. This decision was taken to protect colleagues who may be self-isolating.	SIE
School travel and transport	As an additional precaution all children travelling on public transport/taxis have been audited and are required to bring appropriate PPE/masks to school for use on those services. This is monitored by pastoral leaders.	SAL
Examinations and statutory assessments	Refer to announcements from the Department for Education and the regulator Ofqual Examination guidance The academy is compliant with DfE proposed examination practices.	SPE/UHU
Flexible/home working	During lockdown there are clear expectations for staff and pupils around, working hours, lesson duration and wellbeing. This is contained within the digital command centre which staff can access. Additional safeguarding advice and systems have been introduced to respond to the new normal associate with remote practice. Guidelines exist for teachers to support remote learning in the event of further lengthy school closure: • Regular communication via bulletins and leadership link meetings to reassure staff.	SIE

| | | • Full classroom to cloud curriculum can be activated with short notice to ensure learning continues in a full or partial closure.
• Online access is available for all students, instructions and operational guidance are available for all staff, supported by regular training.
• IT support is available through the academy help desk
• Online learning utilises live feedback and google docs so that student work is not lost on return after lockdown
• Homework activities are well planned and easily checked.
• Assessments are digital and used to inform future planning and teaching
• Daily reading activities are provided linked to schemes of work
• Creative/mindfulness/wellbeing activities including assemblies, social and emotional resources on the website, continuation of online form-time and question forums for students to provide reassurance
• Full Covid19 recovery strategy in place in response to summer electronic exams and gap closing strategies for the start of term.
• Regular messages to parents explaining expectations support available.

Staff made aware of ongoing cyber security phishing scams around the Coronavirus. | |

Section 5 | Control measures

Control Measure	ASL Control Stage 1=Geen 2=Amber 3=Red	Actions	Person Responsible
Distribution of hand tissues	1	To support 'catch-it-bin-it-kill-it' strategies, adequate stock levels of tissues provided in all classrooms and work areas.	ED
Handwashing and gel cleansing dispensers	1	Hand wash/gel towers/dispensers are full and regularly re-filled. All children to use hand washing stations/cleansing facilities before eating. Replenish stocks frequently. Training programme launched to strengthen expectations to wash hands for at least 20 seconds throughout the day.	ED SBR
Visitors to the building	2/3	All visitors informed of usage expectations before arrival. Clear signage around school. Arrival procedures are now updated to include updates on sanitation and cleaning practices to prevent spreading of germs. Visitors will be informed of our Alert Status Level (ASL).	ED
Monitoring absences	2	Daily report to Heads of Achievement on pupil and staff absences, this is tracked rigorously. Regular analysis of individual classes and year groups following the phases system which remains fully operational.	SIE CH

Communicating travel arrangements	3	Parents and carers required to inform school of any close family member who has returned from abroad within the last month. Cross checking with national hotspots used to identify risk and in house track and trace procedures. Staff to inform Principal/Leadership link of any travel arrangements to high-risk areas including those of any close friends or family they have been in contact with.	SAL KSH
Reducing person-to-person contact activities	2	Students taught to avoid activities such as equipment sharing and touching activities e.g. contact games in PE, gymnastics, play ground activities. PE have full risk assessment, all subject leaders are required to have risk assessment and mitigation procedures for their area in alignment with this policy. Cease handshaking of children and visitors on entry, use 'air-high' five. Ensure extremely high hygiene procedures for food consumption and preparation activities. Use disposable cups for drinks. Parents required to ensure children have a water bottle in school which can be kept in their own bag/locker.	ED
Personal hygiene	2	Regular communication provided to parents/carers on hygiene expectations and request to discuss this with their children e.g. washing hands immediately after arriving home. Supervise all children washing their hands if necessary. ASPIRE programme to teach and regularly remind children about hand washing techniques and coughing, reinforce through assemblies and tutor time. Hand washing before snacks and before eating dinner. Information posters distributed around the academy.	SBR
Review cleaning	2/3	Regular meetings occur with cleaning supervisor/contractors to review cleaning arrangements and make any necessary amendments to their risk assessments. Increase focussed cleaning on touch points e.g. handles, rails and tables, redirecting time from other tasks, cleaning hours increased to accommodate measures. Daily cleaning routines ensure that key areas are prioritised. Deep clean if required follows an agreed cycle.	UHU
School visitors and site users	2/3	Signature pamphlet on arrival communicates additional safety measures before entering school. Pamphlet must be signed before entry is allowed. Request that they inform school of any suspected or confirmed cases connected to them or trips abroad.	SPE

Absence policy	2/3	Review the time period of absence for children or staff who are ill with other conditions and support if necessary, students and staff must remain home line with HPA/NHS guidance.	SIE
Support for families affected (wellbeing checks)	2/3	Communicate to parents/carers and staff ways to contact school and who to contact if they need advice and support. Keep regular contact with affected families and staff.	SAL
Temperature checking of anyone in school who may begin to feel unwell	2/3	All students and staff have their temperature recorded daily and analysed. All illness is checked against current temperature and three day average to identify spikes. 8 x medical grade infra-red thermometers have been purchased to cover each entrance in the morning to ensure very little time is lost when children arrive, details plans in place to ensure entry route into school for children and staff.	EGA