

Workplace/Team :  
 John Wilkinson Primary School and Nursery  
 Date of Assessment: May 2020 reviewed,25.05.2020  
 Updated 20.06.2020  
 Updated 08.07.2020  
 Updated 03.09.2020  
 Updated 04.03.2021  
 Updated 07.05.2021  
 Updated 23.06.2021  
 Updated 25.08.2021 by R.Kerr  
 Name of Assessors: J Carter / Governors  
 Headteacher: J Carter. From Sept 2021 R Kerr.  
 Date for Re-assessment :On any major change

Signature:

Signature:

**Hazard** is something with the **potential** to cause **harm**. **Risk** is the **likelihood** of someone being hurt multiplied by the **severity** of the occurrence.

**Level of risk = likelihood x severity**

**B. Risk Matrix – This section is used for guidance to complete section C.**

**5 x 5 RISK ASSESSMENT MATRIX**

Increasing consequence or severity →	5	5 low	10 med	15 med	20 high	25 high
	4	4 very low	8 low	12 med	16 med	20 high
	3	3 very low	6 low	9 low	12 med	15 med
	2	2 very low	4 very low	6 low	8 low	10 med
	1	1 very low	2 very low	3 very low	4 very low	5 low
		1	2	3	4	5

Increasing likelihood or probability →

**PRIORITY OF ACTION**

**High 17 - 25** Unacceptable – Stop work or activity until immediate improvements can be made.

**Medium 10 – 16** Tolerable but need to improve within a reasonable timescale, e.g., 1-3 months depending on the situation.

**Low 5 - 9** Adequate but look to improve by next review.

**Very Low 1 – 4** Residual risk acceptable and no further action have been be required all the time the control measures are maintained.

Score	Likelihood / Probability	Description	Score	Consequence/Severity	Description
5	Very likely / almost certain	Event is expected to occur in most circumstances	5	Catastrophic / Severe / Fatality	Death or permanent disability
4	Likely	Event have been probably occur in most circumstances	4	Major injury / ill health	to one or more persons
3	Fairly likely / Possible	Event could occur at some time	3	Moderate (over 3 day injury)	Hospital admission required,
2	Unlikely	Event is not likely to occur in normal circumstances	2	Minor injury / ill health	eg, broken arm or leg
1	Very unlikely	Event may occur only in exceptional circumstances	1	Insignificant / no injury	Medical treatment

DO NOT COPY

# UPDATED RISK ASSESSMENT VERSION 12

25.08.2021

(written by R Kerr)

## Key documents used for risk assessment v12

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-covid-19-operational-guidance>

<https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/actions-for-early-years-and-childcare-providers-during-the-covid-19-pandemic>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1011704/20210817\\_Contingency\\_Framework\\_FINAL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1011704/20210817_Contingency_Framework_FINAL.pdf)

This risk assessment covers school, nursery, breakfast and after-school club provision.

Government guidance states the following	What are the Hazards	Who might be harmed and how the hazard could cause harm	What are you already doing (Existing Controls)	Risk Level Low/Med/High	What further actions are necessary	Residual Risk Level Low/Med/High	Action Who and when?
We no longer recommend that it is necessary to keep children in consistent groups ('bubbles'). This means that bubbles will not need to be used for any summer provision (for example, summer schools) or in schools from the autumn term.	Risk of the virus spreading within education and childcare settings	School community Illness Fatality	<p><b>1. Ensure good hygiene for everyone</b></p> <p><b>Hand washing</b> Frequent and thorough hand cleaning is now regular practice. All staff will continue to ensure that staff and pupils clean their hands regularly. This can be done with soap and water or hand sanitiser. Supplies of hand sanitiser will continue to be ordered.</p> <p><b>Respiratory hygiene</b> The 'catch it, bin it, kill it' approach continues to be very important.</p> <p><b>Use of personal protective equipment (PPE)</b> Most staff in schools will not require PPE beyond what they would normally need for their work.</p> <p><b>2. Maintain appropriate cleaning regimes, using standard products such as detergents</b></p>	Low	<p>Staff will revisit <a href="#">e-Bug COVID-19 website</a> which contains free resources, including materials to encourage good hand and respiratory hygiene.</p> <p>We will return to allowing children in different classes to mix, but initially this contact will be planned as follows:</p> <ul style="list-style-type: none"> <li>• outdoor break time areas will be grouped for use by paired year group classes (except for YR who will use their own play area) for the first two weeks (to 10.09.21)</li> <li>• From 13.09.21 zoned play areas will remain in KS1 and KS2 outdoor areas. Classes will have timetabled access to these games areas throughout any one week, but children will be allowed to mix across year groups. This will encourage a wide spread of children across all available areas of the extensive outdoor space</li> </ul>	Low	All staff from 1 <sup>st</sup> September 2021

			Enhanced cleaning regimes will continue in first half term from 01.09.2021. This includes one additional midday daily clean across school, nursery and demountable areas, including all toilets and cleaning of areas and equipment with a particular focus on frequently touched surfaces ie light switches, door handles.		<p>we have available, and will reduce large crowds of children in any one area.</p> <ul style="list-style-type: none"> <li>• intervention groups, where children attending are from different classes, may resume but a register of attendance must be taken</li> <li>• children can mix at after school club activities including with sports leaders, and register of attendance must be taken.</li> </ul> <p>Bubble system may need to return as part of contingency plan (in discussion with public health).</p> <p>Staggered drop off and collection times will end. All children will be expected in school at 08:45 with KS1 collection at 15:15 and KS2 at 15:20. Parents will continue to drop off and collect at their child's external classroom door, opening directly onto the playground.</p> <p>Children's tables will no longer be required to face the front of the classroom in KS2 classes, and will now be organised into groups to aid collaborative group working practices.</p>	
Assemblies can resume			<p>No assemblies for week 1 and 2.</p> <p>Assembly rota to resume from 13.09.21 (to include 3 x weekly whole school assemblies in Hall, 1 x weekly Key Stage assembly in Hall with a maximum of three classes.)</p>		<p>Pastoral support will be provided for YR, Y1 and Y2, who have had little or no experience of assemblies in the Hall.</p>	<p>All staff attend assemblies to support with settling children, role-modelling positive behaviours</p>
You no longer need to make alternative arrangements to avoid mixing at lunch.			<p>Enhanced cleaning regimes will continue in first half term from 01.09.2021. This includes one additional midday daily clean across school, nursery and demountable areas, including all toilets and cleaning of areas and equipment with a particular focus on frequently touched surfaces ie light switches, door handles.</p> <p>Lunches will continue to be eaten in classrooms up to 10.09.21. Classrooms will continue to have access to cleaning materials for use at lunchtime whilst children are required to eat at their tables.</p>		<p>Lunch will resume in the Hall for mixed groups of children from 13.09.21. This will be at reduced capacity, in discrete grouped classes.</p> <p>Sitting 1: YR, Y1, Y2 Sitting 2: Y3, Y4 Sitting 3: Y5, Y6</p> <p>Table surfaces and shared equipment will be cleaned between each sitting.</p> <p>Nursery will continue to eat lunch in the Nursery room with the intention of integrating the older children into Sitting 1 in the Hall towards the end of the term.</p>	<p>Staff to support with lunches in classrooms Where necessary. Staff to support when lunches in the Hall resume..</p>

<p>Settings only needed to do contact tracing up to and including 18 July. Contacts from a school setting will only be traced by NHS Test and Trace where the positive case and/or their parent specifically identifies the individual as being a close contact. This is likely to be a small number of individuals who would be most at risk of contracting COVID-19 due to the nature of the close contact.</p>			<p>Schools may be contacted in exceptional cases to help with identifying close contacts, as currently happens in managing other infectious diseases.</p>		<p>School will liaise with NHS Test and Trace where necessary.</p>	<p>HT Office staff</p>
<p><b>4. Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19</b>  <b>When an individual develops COVID-19 symptoms or has a positive test</b>  Pupils, staff and other adults should follow public health advice on <a href="#">when to self-isolate and what to do</a>. They should not come into school if they have symptoms, have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on COVID-19 (for example, they are required to quarantine).</p> <p>Individuals are not required to self-isolate if they live in the same household as someone with COVID-19, or are a close contact of someone with COVID-19, and any of the following apply:</p> <ul style="list-style-type: none"> <li>• they are fully vaccinated</li> <li>• they are below the age of 18 years and 6 months</li> </ul>			<p>If anyone in your school develops <a href="#">COVID-19 symptoms</a>, however mild, you should send them home and they should follow public health advice.  For everyone with symptoms, they should avoid using public transport and, wherever possible, be collected by a member of their family or household.  If a pupil is awaiting collection, they should be left in the library on their own if possible and safe to do so. A window should be opened for fresh air ventilation if possible.  Appropriate PPE should also be used if close contact is necessary. Further information on this can be found in the <a href="#">use of PPE in education, childcare and children’s social care settings</a> guidance. Any rooms they use should be cleaned after they have left.  The household (including any siblings) should follow the PHE <a href="#">stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>.</p> <p>If a child, young person or adult becomes unwell with symptoms of coronavirus while at school or nursery and needs direct personal care until they can return home they should be taken to the library area and the windows should be opened and the door closed. Children will be reassured and comforted with the same care and attention as usual. If appropriate and possible, we will remain 2m from the child – this is usually achievable for older children. PPE must be worn by staff caring for a child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs) :gloves, an apron and a facemask will be worn by the supervising adult. Please explain to the child what you are putting on and why we have been asked to take precautions but emphasise to</p>			<p>All staff</p>

<ul style="list-style-type: none"> <li>• they have taken part in or are currently part of an approved COVID-19 vaccine trial</li> <li>• they are not able to get vaccinated for medical reasons</li> </ul>			<p>the child they are in no danger and it is to protect not because the child is ill. If a risk assessment determines that, there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection will also be worn. More information on PPE use can be found in <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a></p> <p>We have used our local supply chains to obtain PPE. Staff have all received training on use of PPE.</p> <p>If the child needs to go to the bathroom while waiting to be collected, they should use a separate bathroom - The disabled toilet has been identified for this purpose. The bathroom will be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>Office staff will be informed and they telephone contacts to collect the child young person or adult who will be sent home and advised to self-isolate until a test has been completed and results return negative, or for 10 days if test is positive.</p> <p>Where the child, young person or staff member tests negative, they will return to their setting. Contacts do not need to self-isolate.</p> <p>As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.</p> <p>Any members of staff who have helped someone with symptoms, and any pupils who have been in close contact with them, do not need to go home to self-isolate.</p> <p>Staff must ensure they wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell and so would children in the class.</p> <p><b>Confirmatory PCR tests</b> Staff and pupils with a positive LFD test result should self-isolate in line with the <a href="#">stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>. They will also need to <a href="#">get a free PCR test to check if they have COVID-19</a>.</p>		<p><b>Do I need to self-isolate?</b></p> <p>Parents of children who have been in close contact with anyone who has tested positive will be contacted by NHS Track and Trace. School will support with this contact if required to do so.</p>	
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			<p>Whilst awaiting the PCR result, the individual should continue to self-isolate.</p> <p>If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self-test LFD test and the pupil can return to school, as long as the individual doesn't have COVID-19 symptoms.</p> <p>In most cases, parents and carers will agree that a pupil with symptoms should not attend the school, given the potential risk to others.</p> <p>If a parent or carer insists on a pupil attending your school, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19. Your decision would need to be carefully considered in light of all the circumstances and current public health advice.</p> <p>School will continue to provide free school meal support to any pupils who are eligible for benefits-related free school meals and who are learning at home during term time.</p>			
The government has removed the requirement to wear face coverings in law but expects and recommends that they are worn in enclosed and crowded spaces where you may come into contact with people you don't normally meet.			Face coverings continue to <u>not</u> be required for use in school by staff or pupils.		Face coverings for parents and visitors on site will no longer be required, but will be a personal choice. Please continue to be respectful of each other's personal space and choices to wear a mask.	
When your school is in operation, it is important to ensure it is well ventilated and that a comfortable teaching environment is maintained.			Identify any poorly ventilated spaces and take steps to improve fresh air flow in these areas, giving particular consideration when holding events where visitors such as parents are on site, for example, school plays. Ensure windows in all classrooms and shared areas remain open during teaching time, balancing the need for increased ventilation while maintaining a comfortable temperature.			All staff
Staff should undertake twice weekly home tests whenever they are on site until the end of September, when this will also be reviewed.			All staff are currently used to this practice and will continue for September until Government guidance is reviewed. Tests will continue to be issued to all staff.			All staff
All clinically extremely vulnerable (CEV) children and young people should attend their education setting unless they are one of the very small number of children and			Clinically extremely vulnerable pupils have returned to their school or other educational setting. This includes early years provision, wraparound childcare and out-of-school settings.		Meetings with families of CEV pupils have been arranged for the start of September 2021, to discuss the health and care needs and the measures that school are continuing to put in place to help minimise the risk of spreading Covid-19.	HT SENCO

young people under paediatric or other specialist care who have been advised by their clinician or other specialist not to attend.			Twice-weekly lateral flow tests will continue to be completed by all staff as this helps keep safe those in the community who are clinically extremely vulnerable and their families.			
You should ensure that key contractors are aware of the school's control measures and ways of working.			Office staff will ensure that contractors do not enter the premises until they have confirmed they have no Coronavirus identified symptoms. They will not be required to wear masks unless in a crowded space.			Office staff
School attendance is mandatory for all pupils of compulsory school age and it is a priority to ensure that as many children as possible regularly attend school.			Where a child is required to self-isolate or quarantine because of COVID-19 in accordance with relevant legislation or guidance published by PHE or the DHSC they should be recorded as code X (not attending in circumstances related to coronavirus). Where they are unable to attend because they have a confirmed case of COVID-19 they should be recorded as code I (illness).			Office staff Daily
Schools subject to the <a href="#">remote education temporary continuity direction</a> are required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around COVID-19.  You should maintain your capacity to deliver high-quality remote education for the next academic year, including for pupils who are abroad, and facing challenges to return due to COVID-19 travel restrictions, for the period they are abroad.			School will continue to support those who need to self-isolate because they have tested positive to work or learn from home if they are well enough to do so. Remote education will be provided by teaching staff for those children who <ul style="list-style-type: none"> <li>• have tested positive and are well enough to complete home learning activities.</li> <li>• are abroad and facing challenges to return due to Covid travel restrictions</li> </ul> <p>The remote education provided should be equivalent in length to the core teaching pupils would receive in school. Reference will be made to the school's Remote Learning Policy.</p> <p>We will work collaboratively with families and put in place reasonable adjustments so that pupils with special educational needs and disabilities (SEND) can successfully access remote education.</p>		Children new to school (Reception class and new starters) will be taught how to use the VLE to access remote education in the first half term.  Some homework across all classes will continue to be provided online through the VLE, to ensure all children and families continue to be familiar with its use.	All teaching staff will provide remote education in accordance with the timelines within our Remote Learning Policy
<b>Pupil wellbeing and support</b>  Some pupils may be experiencing a variety of emotions in response to the COVID-19 pandemic, such as anxiety, stress or low mood.			The "Recover, Reset, Rebuild" children's mental health and emotional well-being bespoke school programme that we implemented in September 2020 had significant positive pupil impact		From September 2021, we will implement a supplementary well-being, PSHE and spoken language-based return programme, called "What We Will Build Together". This will run from 02.09.2021-10.09.2021 and will support children's return to school through a whole school and nursery story book "What we'll build" by Oliver Jeffers.	All staff

					Planned outcomes will include individual class artwork, a family homework challenge and a design and technology build project.	
<p><b>School workforce</b></p> <p>Social distancing measures have now ended in the workplace.</p> <p>Clinically extremely vulnerable (CEV) people are advised, as a minimum, to follow the same guidance as everyone else.</p>			<p>Staff are permitted to use shared staff and welfare facilities without restriction. This includes use of the staffroom for break and lunch times, and for staff meetings, use of shared areas and rooms for staff PPA.</p> <p>Staff may continue to feel anxious or worried about the continued risk of transmission of Covid-19, and can make personal choices about how they wish to use these shared on-site staff facilities. The library, the demountable and the outdoors will continue to be available for staff to use during break and lunch times should they wish to do so.</p> <p>CEV staff will</p> <p>All staff will continue to undertake twice-weekly testing for COVID-19 to identify people who are asymptomatic.</p>		<p>Signpost CEV staff to the following updated guidance <a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</a></p> <p><b>Vaccination</b>  <a href="#">The Joint Committee on Vaccination and Immunisation (JCVI) interim advice</a>, based on existing evidence, is to offer COVID-19 booster vaccines to the most vulnerable, starting from September 2021.</p>	HT to meet with CEV staff to share up-to-date guidance 02.09.21
<p><b>Educational Visits</b></p> <p>ensure that any new bookings have adequate financial protection in place.</p>			<p>You should undertake full and thorough risk assessments in relation to all educational visits and ensure that any public health advice, such as hygiene and ventilation requirements, is included as part of that risk assessment.</p>		<p>Educational visit risk assessments should be reviewed before booking by Molly Whiffen (EVC coordinator) and Becky Kerr (headteacher) to ensure controls listed in this risk assessment have been put in place.</p>	MF and BK prior to any educational visit booking.
<p><b>NURSERY ONLY</b></p> <p><b>Reporting COVID-19 cases to Ofsted</b></p> <p>You must notify Ofsted, or the childminder agency with which you are registered, of any confirmed cases in the setting, whether a child or a staff member. You should also tell Ofsted if you have to close the setting as a result</p>			<p>It is a legal requirement as set out in paragraph 3.51 of the <a href="#">statutory framework for the early years foundation stage</a>. Report as soon as you are able to, and in any case within 14 days. See <a href="#">tell Ofsted if you have a COVID-19 incident at your childcare business</a> to assure all the information required is included.</p>			LMcGowan to notify HT and HT to notify Ofsted
<p><b>Charging parents and carers if their nursery child is unable to take up their place</b></p> <p>Providers should continue to be fair and balanced in dealings with parents or carers and must</p>			<p>If there is a barrier to accessing childcare, based on government guidance or the law relating to Covid-19, nursery will not charge the parents or carers for this period.</p>			L McGowan and G Foster to implement

continue to avoid unfair charging practices.

END OF UPDATED RISK ASSESSMENT VERSION 12  
25.08.2021

CONTINGENCY PLAN

# Updated 25.08.2021

(written by R Kerr)

This contingency plan outlines what we would do if children or staff test positive for COVID-19, and how we would operate if you were advised to take extra measures to help break chains of transmission

Key documents used:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-covid-19-operational-guidance>

<https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/actions-for-early-years-and-childcare-providers-during-the-covid-19-pandemic>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1011704/20210817\\_Contingency\\_Framework\\_FINAL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1011704/20210817_Contingency_Framework_FINAL.pdf)

Where additional measures are considered, the overarching objective is to maximise the number of children and young people in face-to-face education or childcare and minimise any disruption, in a way that best manages the COVID-19 risk. The impacts of having missed face-to-face education during the pandemic are severe for children, young people and adults. In all cases, any benefits in managing transmission should be weighed against any educational drawbacks. Decision-makers should endeavour to keep any measures in education and childcare to the minimum number of settings or groups possible, and for the shortest amount of time possible. Decision-makers should keep all measures under regular review and lift them as soon as the evidence supports doing so. Measures affecting education and childcare settings across an area should not be considered in isolation, but as part of a broader package of measures. Attendance restrictions should only ever be considered as a last resort. The Government will try to give as much notice as possible of any changes to the way settings should operate. Settings will continue to have a role in working with health protection teams in the case of a local outbreak. If there is a substantial increase in the number of positive cases in a setting (see [Stepping measures up and down](#) section for more information) or if central government offers the area an enhanced response package, a director of public health might advise a setting to temporarily reintroduce some control measures.

Given the detrimental impact that restrictions on education can have on children and young people, any measures in schools should only ever be considered as a last resort, kept to the minimum number of schools or groups possible, and for the shortest amount of time possible.

## **Roles and responsibilities**

Local authorities, DsPH and HPTs are responsible for managing localised outbreaks. They play an important role in providing support and advice to education and childcare settings.

We will seek advice when whichever of these thresholds is reached first:

- 5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period; or
- 10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period

Close mixing for school will include:

- an individual class
- a friendship group mixing at breaktimes
- a sports team
- a group in an after-school activity

We will seek public health advice if a pupil, student, child or staff member is admitted to hospital with COVID-19, by phoning the DfE helpline (0800 046 8687, option 1), or in line with other local arrangements. Hospitalisation could indicate increased severity of illness or a new variant of concern. Settings may be offered public health support in managing risk assessments and communicating with staff and parents.

**WHEN THE ABOVE THRESHOLDS HAVE BEEN REACHED, WE WILL TAKE TIMELY ACTION AS DETAILED BELOW, AND WHERE APPROPRIATE.**

Control measure	How would we ensure every child receives the quantity and quality of education and support to which they are normally entitled	How will changes be communicated to children, parents and staff
Reduce risk of transmission from positive cases	<p>Exclude symptomatic/confirmed case(s) for 10 days from onset of symptoms/ advise their household contacts to follow Government advice to self-isolate if they are not exempt from self-isolation and get PCR test as a close contact.</p> <p>Notify parents of in school of all positive cases so that they can be responsible for getting their children PCR tested, if they are a close contact. Advice from Public Health England and the DfE continues to be that children can attend school whilst awaiting PCR results (as long as they do not display symptoms).</p> <p>Advise parents to book PCR test if children are symptomatic.</p>	
Increase hygiene and ventilation measures	<p>Enhanced cleaning regimes with additional midday daily cleaning of common touch points, for example light switches, door handles, toilets. Level of disinfectant strength will be increased (from 1 part disinfectant in 30 parts water to 1 in 20). This will increase to the use of Milton across school should cases continue to rise.</p> <p>Shared facilities will be subject to enhanced cleaning daily.</p> <p>Classrooms will ensure windows are open during class periods, where thermal comfort is not compromised. During playtime, Daily Mile and lunchtime sessions external doors will be left open to fully air the room. Consideration will be given to providing additional heat sources in individual classrooms where thermal comfort is compromised.</p> <p>Hand and respiratory hygiene will be prioritised throughout the day, when moving from one room to another, before and after playtime, lunchtime, group assembly.</p>	

<p>Reintroduce 'bubbles' for a temporary period, to reduce mixing between groups.</p>	<p>Group bubbles are established for shared activities; playtimes, lunchtime, group assembly, breakfast club, after school provision run by John Wilkinson Nursery staff. Additional rooms such as the Hall, demountable, library and outdoors will be utilised to support group bubbling.</p> <p>These are as follows:</p> <p>Group A: Reception, Year 1 and Year 2.</p> <p>Group B: Year 3 and Year 4.</p> <p>Group C: Year 5 and Year 6.</p> <p>Lessons continue to be in individual classrooms with <u>individual classes</u> of children. Children's quality of education would not be negatively impacted by the introduction of group bubbles. The 'bubble' system is familiar to the children, staff and parents. Teachers would continue to plan and deliver high quality face-to-face provision for their individual class, with the support of the teaching assistant workforce.</p> <p>PPA activities – Staff leading Music, PE, Art and Outdoor learning will socially distance from the group if they are not in their group bubble, and TAs will remain with their individual class as they participate in these activities.</p> <p>This will be the case for breakfast and After school club provision, where children from each group bubble will be organised in discrete areas to support social distancing between group bubbles.</p> <p>3.30-4.30pm after school clubs organised within school by school staff will be postponed until cases fall below threshold.</p>	<p>Whole staff text messaging service</p> <p>Whole school email service to parents</p>
<p>Staff mixing</p>	<p>Staff will be advised to maintain social distancing around school, and in communal areas such as the staff room, toilets, library and Hall. Lunchtime arrangements – staff will maintain the group bubbles, mixing closely only with the workforce in their bubble team.</p>	<p>Whole staff text messaging service</p>
<p>Increase use of lateral flow tests by staff to DAILY</p>	<p>Daily lateral flow testing will be carried out at home. Children's educational entitlement will not be affected. Where staff members have tested positive, supply staff will be sought in the first instance to cover classes so that educational entitlement is not impacted. Teaching assistant workforce (including nursery staff) will be re-deployed accordingly to meet need and to prioritise face-to-face delivery where possible (and where this does not compromise any other control measures put in place eg the reestablishment of group bubbles.)</p>	<p>Whole staff text messaging service</p> <p>Whole school email service to parents</p>
<p>Introduce advice to use face coverings in communal areas where movement is more than transient.</p>	<p>Staff (not pupils) will be offered the opportunity to wear face coverings when moving around the school</p>	<p>Whole staff text messaging service</p> <p>Whole school email service to parents</p>

<p>Limit:</p> <ul style="list-style-type: none"> <li>• open days</li> <li>• transition or taster days</li> <li>• parental attendance in settings</li> <li>• live performances in settings</li> <li>• residential educational visits</li> </ul>	<p>Headteacher will instruct office staff to cancel or postpone any activities, events, visitors or visits that could risk increased transmission. This will be on an individual case-by-case decision, based on the type, duration and venue of the activity, event or visit.</p> <p>Teachers will reorganise their short term plans to accommodate a cancellation of a curricular activity, event, visitor or residential visit, finding other ways to successfully engage children’s curiosity so that learning is not negatively impacted.</p>	<p>Whole school email service</p>
<p>Shielding is re-introduced by the Government</p>	<p>Identify staff with underlying health conditions that make them clinically vulnerable and clinically extremely vulnerable (refer to previous declarations of health status) as well as those on the shielded patient list (declarations of health status will need to be updated following staff workforce changes for September 2021)</p> <p>Complete individual risk assessments/declarations of health status for each member of staff on the clinically vulnerable, clinically extremely vulnerable and shielded patient list.</p> <p>Shielding staff members whose risk assessment identifies that working from home would be appropriate will refer to the Remote Learning Policy, and provide online learning from home with support from staff member(s) allocated to that class that are in school. Class learning would remain the responsibility of the class teacher, and the quantity and quality of education would be prioritised for the class where a staff member is shielding. Additional staff members may need to be re-deployed to the class where the teacher is shielding to support with face-to-face delivery of learning provided by the teacher and technical support with access to the VLE.</p>	<p>Parents of children in a class where a teacher is advised to shield and work from home will be notified by whole school email service.</p> <p>Children will continue to attend school as normal (though bubbles may be re-introduced).</p> <p>Priority for deployment of additional staff (TA workforce) and supply staff if appropriate and necessary will be given to classes whose class teacher is shielding.</p>
<p>Attendance restrictions should only ever be considered as a short-term measure and as a last resort:</p> <ul style="list-style-type: none"> <li>• for individual settings, on public health advice in extreme cases where other recommended measures have not broken chains of in-setting transmission; or</li> <li>• across an area, on government advice in order to suppress or manage a dangerous variant and to prevent unsustainable pressure on the NHS.</li> </ul>	<p>Plans will revert to original risk assessment and contingency plan from first lockdown March 2020.</p> <p>Ensure that high-quality remote education is provided to all pupils or students not attending school via the VLE (now well-established process and protocols outlined in Remote Learning Policy) Most staff are familiar with this process. New members of staff (BS, LB, AS) would need update, to be provided by HT.</p>	

Priority should continue to be given to vulnerable children and young people and children of critical workers to attend on-site to their normal timetables.

It is expected that schools will have a trained DSL (or deputy) available on site. However, it is recognised that for some schools there may be operational challenges to this. In such cases, there are two options to consider:

- a trained DSL (or deputy) from the early years setting, school, out-of-school settings or FE provider can be available to be contacted via phone or online video, for example working from home
- sharing trained DSLs (or deputies) with other settings, schools or FE providers (who should be available to be contacted via phone or online video)

Where vulnerable children and young people are absent, education settings should:

- follow up with the parent or carer, working with the local authority and social worker (where applicable), to explore the reason for absence and discuss their concerns
- encourage the child or young person to attend educational provision, working with the local authority and social worker (where applicable), particularly where the social worker and the Virtual School Head (where applicable) agrees that the child or young person's attendance would be appropriate
- focus the discussions on the welfare of the child or young person and ensuring that the child or young person is able to access appropriate education and support while they are at home
- maintain weekly telephone contact, ensuring they are able to access remote education support, as required, and regularly check if they are doing so

Meal options will be provided for those children attending school (as previously). Schools should also continue to provide free school meals support in the form of meals or lunch parcels for pupils who are eligible for benefits related free school meals and who are not attending school because they have had symptoms or a positive test result themselves

Governors consultation period: 26.08.2020-31.08.2021

Due for publication to parents: 01.09.2021

Reviewed on 20.09.21 in light of meeting threshold.

Signed: Governor

Signed: Headteacher

END OF CONTINGENCY PLAN UPDATED 25.08.2021  
UPDATED 20.09.21

**RISK ASSESSMENT v11 updated 23.06.2021** (written by J Carter)

Key documents used for risk assessment v 11

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

<https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures>

All children are welcome to return to school and nursery from 8<sup>th</sup> March 2021.

- Please note it remains a requirement that any child who is ill with Covid 19 symptoms does not attend the setting until after their negative test results are through. See section at the end of the document for detailed information.

### Nursery

<p>DFE Guidance - minimise contact between individuals and maintain social distancing wherever possible.</p> <p>Nursery have been inviting all children below statutory school age from the week commencing 1 June 2020 and the expectation is that all children return from 2<sup>nd</sup> September 2020 onward.</p>	<p>Risk of the virus spreading within education and childcare settings</p>	<p>School community illness/ Fatality</p>	<p><u>How will groups be organised in Nursery?</u></p> <p>All nursery children can attend nursery setting using their usual booked nursery provision.</p> <p>From 20 July, early years settings were no longer required to keep children in small, consistent groups within settings. We have reduced transmission risk by ensuring children operate in one nursery bubble.</p> <p>Children in the building are limited to 24 but is usually lower than this with 20 children in most days. Ratios have been applied correctly.</p> <p>Nursery classroom remains distinct from all other classes and therefore the bubble remains intact.</p> <p>Staff work in nursery but not in classrooms. During <b>after school</b> provision staff will, whenever possible, will maintain 2m distance .Staff can still attend to all children’s needs and have direct contact with them.</p> <p>Outdoor areas have been identified for nursery use.</p> <ul style="list-style-type: none"> <li>Breakfast Club –all children will be welcomed by staff from their bubble. We encourage parents to use breakfast club and after school clubs to ensure they remain financially viable.</li> <li>Mid-morning transition – 2 m distancing occurs and parents drop and collect from <b>outside</b> of the nursery premises. Parents please maintain 2m distancing.</li> </ul>	<p>Low</p>	<p>Communicate to staff - Staff training 1<sup>st</sup> September 2020 March 2021</p>	<p>Low</p>	<p>JC and LMCG Monitor and review procedures weekly to ensure that the controls are effective, working as planned, and updated appropriately considering any issues identified and changes in public health advice.</p>	<p>From 2<sup>nd</sup> September 2020 onward</p>
<p>DFE guidance minimise contact between individuals and maintain social</p>	<p>Risk of the virus spreading within education and childcare settings</p>	<p>School community illness Fatality</p>	<p><u>What will the nursery environment look like?</u></p> <p>Reorganisation of the environment has occurred to make more space for active learning. Staff to child ratios for these age groups allows for small group working. We do not have young children in rows and the nursery environment is very similar to usual, as is the practice.</p> <p>We have created zones: Indoor zone Outdoor zone</p>	<p>Low</p>	<p>Communication 1<sup>st</sup> September 2020 and March 2021</p>	<p>Low</p>	<p>Monitor and review procedure JC LMCG</p>	<p>Communication 1<sup>st</sup> September 2020 and March 2021 then under review</p>

<p>distancing wherever possible</p> <p>Reorganise existing space to ensure social distancing is maintained where possible</p>			<p>Forest school zone Children are retained in zones to allow social distancing and learning to occur as usual.</p> <p>Play spaces are demarked but still feel very accessible and natural to children.</p> <ul style="list-style-type: none"> <li>•We avoid larger whole group gatherings but replicate this in smaller areas.</li> <li>•Passing briefly in the playground is low risk, and we manage this carefully.</li> <li>• We clean surfaces and toilets between groups but also restrict access to areas the other bubble has used.</li> </ul>					
<p>DFE Guidance 2) clean hands thoroughly more often than usual for robust hand and respiratory hygiene.</p> <p>Cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered. Building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them</p>	<p>Risk of the virus spreading within education and childcare settings</p>	<p>School community Illness Fatality</p>	<p><a href="#">Coronavirus (COVID-19) is an easy virus to remove when it is on skin. This remains true for the new variant. This can be done with soap and running water or hand sanitiser.</a></p> <p>Soap, paper towel and hand sanitiser are in the nursery toilets and stocks held.</p> <p>Children will : *Wash hands regularly , including when they arrive ,when they return from breaks, when they change rooms and before and after eating, before leaving , if coughing or sneezing occurs *All children can wash their hands independently. Staff will give support to all children to ensure this is done thoroughly.</p> <p>*Hand sanitiser is also available in the nursery 70% alcohol. Supervision of hand sanitiser occurs given risks around ingestion. *Games, songs have been prepared for repetition and child practice this. Nursery staff to ensure risk mitigation occurs – handwashing - for all groups Regular and thorough hand cleaning will needed for the near future.</p> <p>The school maintains hand washing or hand sanitiser stocks so that all pupils and staff can clean their hands regularly.</p> <p>Small children and pupils with complex needs should continue to be helped to clean their hands properly.</p> <p>Clean hands thoroughly more often than usual.</p>	<p>Low</p>	<p>Communicate to staff once again through risk assessment review July 2020 Continue March 2021</p>	<p>Low</p>	<p>Monitor and review procedure JC LMCG</p>	<p>1<sup>st</sup> September and then under review. Continue March 2021</p>

<p>DFE Guidance 3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach Ensuring good respiratory hygiene - promote the 'catch it, bin it, kill it' approach</p>	<p>Risk of the virus spreading within education and childcare settings</p>	<p>School community Illness Fatality</p>	<p><a href="#">What is in place to encourage good respiratory hygiene?</a> *Lidded bins are in the nursery *Tissues are available and stocks held *Support younger children and those with complex needs to understand "catch it , bin it , kill it" *Staff encourage children to bin their own tissues and if not staff should wear gloves for this *Good practice is reinforced through games * Staff gently and sensitively enforce measures rigorously</p> <p>Nursery staff to ensure risk mitigation occurs – respiratory hygiene - for all groups</p> <p>Double bagging of refuse occurs. Stocks are available. Cleaners employed to empty bins at dinnertime of used tissues – double bagged</p> <p>*all pupils understand that this is now part of how Nursery operates. Public Health England does not (based on current evidence) recommend the use of face coverings in schools for children.</p>	<p>Low</p>	<p>Communicate to staff 1<sup>st</sup> September 2020 and March 2021</p>	<p>Low</p>	<p>Monitor and review procedure JC LMCG</p>	<p>Communicate to staff 1<sup>st</sup> September 2020 and March 2021 and then under review</p>
<p>DFE Guidance introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach Cleaning frequently touched surfaces often using standard products, such as detergents and bleach</p>	<p>Risk of the virus spreading within education and childcare settings</p>	<p>School community Illness Fatality</p>	<p><a href="#">What will children play with?</a> Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of rooms, and there was significant extra cleaning. That position changed for the autumn term onward because they are so important for the delivery of education but additional measures are still in place. For individual and very frequently used equipment, such as pencils and pens staff and pupils have their own items that are not shared or cleaned between pupils using the. *Nursery resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. *Resources that are shared between bubbles will be cleaned frequently and meticulously between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics). This will be infrequent for nursery who generally use their own equipment. *Outdoor playground equipment will be cleaned frequently. This would also apply to resources used inside and outside by wraparound care providers. *Additional cleaning is in place for before and after lunchtime to maintain hygiene in shared areas , including cleaning frequently touched surfaces often using standard products, such as detergents and bleach</p>	<p>Low</p>	<p>Communication of in day cleaning plan 1<sup>st</sup> September 2020 and March 2021.</p>	<p>Low</p>	<p>Monitor and review procedure JC LMCG</p>	<p>1<sup>st</sup> September and March 2021 then under review</p>

			<p>*Nursery cleaning kit has been provided with COSHH sheet so staff can clean periodically or when required e.g. sneezing on equipment.</p> <p>*It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats. Bags are allowed. Please do not bring toys from home or comforters.</p> <p>*Nursery have their own toilets and these are cleaned regularly. Pupils will clean their hands thoroughly after using the toilet.</p>					
Curriculum	<p>Ensure PP have access to the curriculum</p> <p>Pupil well-being and academic progress</p> <p>Transmission of Corona virus</p> <p>Staff well being</p>	<p>Increased PP divide</p> <p>Staff well being</p>	<p><b>What will my child be learning?</b></p> <p>All aspects of the EYFS curriculum will be delivered. We will teach an ambitious and broad curriculum. Adjustments to equipment and activities ensure low transmission occurs with lots of outdoor learning opportunities provided. Nursery will maintain its outstanding provision.</p> <p>*PSHE activities will be promoted to help children to develop children’s mental health and well-being. Additional time will be spent on developing friendships, play and cooperation, building relationships, providing routines and structure and ensuring children’s needs are well met.</p> <p>*Transition will be carefully managed to ensure children are settled and develop good relationships with their key worker. Ongoing assessment will inform staff of where the children are and the next steps of learning.</p> <p>*Behaviour policies that protect health and safety, while also supporting pupils are in place as an addendum to the behaviour policy.</p> <p>*Government advice stated “For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development.”</p> <p>Settings should follow updates to the EYFS disapplication guidance. <a href="https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications">https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications</a></p> <p>For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.”</p> <p>*Additional review of remote learning will occur so we are clear on how this could be implemented quickly again if necessary.</p>	Low	Communication September 2020 onwards	Low	Monitor and review procedure JC LMCG	1st September and then under review
SEND Pupils and vulnerable pupils	Pupils need met	Nursery Well-being, attainment and progress	<p><b>What about children with additional needs?</b></p> <p>*All children are back in nursery so needs are assessed and met as usual</p>	Low	1st September 2020 ongoing	Low	Monitor and review procedure JC LMCG	1st September ongoing and then under review

Reception Class

<p>DFE Guidance minimise contact between individuals and maintain social distancing wherever possible</p> <p>R have been be welcoming all children from the week commencing 1 June 2020 but all children will join us from 2<sup>nd</sup> September 2020.</p>	<p>Risk of the virus spreading within education and childcare settings</p>	<p>School community illness Fatality</p>	<p>Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum. How will we reduce the number of contacts between children and staff? *Children will be in a “class bubble”; this reduces the risk of transmission by limiting the number of pupils and staff in contact with each other. For younger children the emphasis will be on separating groups into bubbles because our youngest children cannot socially distance easily. *Younger children will be supported, at times, to maintain distance and not touch staff but for reception children this will be limited to adults serving lunch, specialist teaching such as PE staff, music staff or wrap around care providers who work across the schools bubbles or where they interact with staff outside of their bubble. *Children will work in Lisa Fleming’s classroom and in an outdoor area, which incorporates Mrs Fleming’s outdoor fenced area, the small bike playground and grass area adjacent. Outdoor spaces e.g. forest school, wooded area will also be used, and this is timetabled. Staff limited to this bubble alone : Mrs Fleming TA * If children are upset, they will still receive support and comforting from adults but side to side. Staff should, where possible, avoid close face-to-face contact and minimise time spent within 1 metre of children and adults where possible but in everyday work in reception this is generally the case.</p>	<p>Low</p>	<p>Communicate 1<sup>st</sup> September 2020 and March 2021</p>	<p>Low</p>	<p>Monitor and review procedure JC LF</p>	<p>1st September and March 2021 and then under review</p>
<p>Early years children cannot be expected to remain 2 metres apart from each other and staff.</p>	<p>Risk of the virus spreading within education and childcare settings</p>	<p>School community illness Fatality</p>	<ul style="list-style-type: none"> <li>• Protective measures are:</li> <li>• avoid contact with anyone with symptoms</li> <li>• frequent hand cleaning and good respiratory hygiene practices in place including posters</li> <li>• regular cleaning of settings has been organised .Lunch time cleaning , in class cleaning packs</li> <li>• minimising contact and mixing</li> </ul>	<p>Low</p>	<ul style="list-style-type: none"> <li>• Communicate 1<sup>st</sup> September 2020 and March 2021</li> </ul>	<p>Low</p>	<p>Monitor and review procedure JC LF</p>	<p>March 2021 and under review</p>

## Reception Class

<p>Where settings can keep children and young people in those small groups 1m+ away from each other, they should do so. While in general groups should be kept apart, brief, transitory, contact such as passing in a corridor is low risk.</p>	<p>Risk of the virus spreading within education and childcare settings</p>	<p>School community illness Fatality</p>	<ul style="list-style-type: none"> <li>• Access to rooms from outside each class area is in place to minimise contact. One way circulation around the building – demarked by tape and signs is in place .Dividers (tape) in corridor areas is in place</li> <li>• Break times – use of exterior door prevents mixing in corridors, demarked areas for play on large play area. Staggered breaks and lunch times is in place (<a href="#">see timetable</a>)</li> <li>• All children eat in the classroom on cleaned. Sanitising station in hall as usual.</li> <li>• Use of toilet is managed by adults with individual access at all times and rigorous handwashing. Cleaning between uses in place.</li> <li>• Indoor and outdoor equipment cleaned before use – e.g. bike handles sprayed, balls wiped with disinfectant .Resources not shared – pencils, books, stationery etc.</li> <li>• PE adults – 2 M distancing at all times from NH. TA with class to ensure needs can be met. Non-contact sport planned currently.</li> </ul>	<p>LOW</p>	<ul style="list-style-type: none"> <li>• Communicate to staff March 2021</li> </ul>	<p>Low</p>	<p>Monitor and review procedure JC LF</p>	<p>March 2021 and then under review</p>
<p>Classroom organisation</p>	<p>Risk of the virus spreading within education and childcare settings</p>	<p>School community illness Fatality</p>	<ul style="list-style-type: none"> <li>• For young children we <b>do not</b> expect they will be sat side-by-side and facing forwards generally but they may do so at times e.g. music.</li> <li>• Tables have been rearranged for maximum space between children with lots of floor space so children can still play indoors and outside. The bubble is the protective factor so children play together as usual.</li> <li>• Learning activities are planned which facilitate the wider use of space with increased use of outdoor learning.</li> </ul>	<p>Low</p>	<ul style="list-style-type: none"> <li>• Communicate to staff once again - Staff training 1<sup>st</sup> September 2020 and March 2021</li> </ul>	<p>Low</p>	<p>Monitor and review procedure JC LF</p>	<p>1<sup>st</sup> September 2020 From onward</p>

Reception Class

<p>2) clean hands thoroughly more often than usual for robust hand and respiratory hygiene</p> <p>Cleaning hands more often than usual - Building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them</p>	<p>Risk of the virus spreading within education and childcare settings</p>	<p>School community Illness Fatality</p>	<p><b>Why are children washing their hands?</b>  <b>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser.</b>                  Soap, paper towel and hand sanitiser are in the reception toilets and corridor areas and stocks held.                  Children will :                  *Wash hands regularly , including when they arrive when they return from breaks, when they change rooms and before and after eating, before leaving , if coughing or sneezing occurs                  *All children can wash their hands independently. Staff will give support to all children to ensure this is done thoroughly.                  *Hand sanitiser is also available in the class                  *Games, songs have been prepared for repetition                  *The school maintains hand washing or hand sanitiser stocks and ‘stations’ are available so that all pupils and staff can clean their hands regularly .Supervision of hand sanitiser occurs given risks around ingestion.                  *Small children and pupils with complex needs should continue to be helped to clean their hands properly.</p>	<p>Low</p>	<ul style="list-style-type: none"> <li>Communicate to staff once again through risk assessment review July 2020 onward</li> </ul>	<p>Low</p>	<p>Monitor and review procedure JC LF</p>	<p>March 2021 reviewed and then under review</p>
<p>DFE Guidance 3) ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach Ensuring good respiratory hygiene - promote the ‘catch it, bin it, kill it’ approach</p>	<p>Risk of the virus spreading within education and childcare settings</p>	<p>School community Illness Fatality</p>	<p><b>What is in place to encourage good respiratory hygiene?</b>                  *Lidded bins provided                  *Tissues are available and stocks held                  *Support younger children and those with complex needs to understand “catch it , bin it , kill it’                  *Staff encourage children to bin their own tissues and if not staff should wear gloves for this                  *Good practice is reinforce through games                  * Staff gently and sensitively enforce measures rigorously                  *Reception staff to ensure risk mitigation occurs – respiratory hygiene - for all groups in all zones                  *Double bagging of refuse occurs. Stocks are available. Cleaners employed to empty bins at dinnertime of used tissues – double bagged                  *all pupils understand that this is now part of how school operates.                   Public Health England does not (based on current evidence) recommend the use of face coverings in schools for children.</p>	<p>Low</p>	<ul style="list-style-type: none"> <li>Communicate to staff once again through updated risk assessment and staff training 1<sup>st</sup> September 2020 and March 2021</li> </ul>	<p>Low</p>	<p>Monitor and review procedure JC LF</p>	<p>Reviewed March 2021</p>

<p>Curriculum The Early Years Foundation Stage (EYFS) used for the learning, development Early years settings should use reasonable endeavours to deliver the learning and development requirements as far as possible</p> <p>learning for children not in school</p>	<p>Ensure PP have access to the curriculum</p> <p>Ensure home learners have access to the curriculum</p> <p>Pupil well-being and academic progress</p> <p>Transmission of Corona virus</p> <p>Staff well being</p>	<p>Reception class attainment and progress</p>	<p><b>What will children be learning?</b></p> <p>We will teach an ambitious and broad curriculum from the start of the Spring but focus upon the areas defined below. Planning is in place to deliver the learning. All aspects of the EYFS curriculum will be delivered and clean toys and equipment are available for each child in each activity. Outstanding provision will be maintained. Adjustments to equipment and activities ensure low transmission occurs with lots of outdoor learning opportunities provided. EYFS reading, phonics and PSHE at the heart of the offer. Provide catch up support via TA and teacher input.</p> <p>*PSHE lessons to ensure well-being with focus on sense of safety, sense of calm, self-belief and belonging, social connectedness and promoting hope and kindness. Building friendship, routine, structure, opportunity and freedom, which are the losses, identified for children through Corona Virus shutdown.</p> <p>*Prime areas of learning developed through appropriate learning activity with emphasis on play and time for talk.</p> <p>*Remote learning will be reviewed so this can be implemented again if required or provided to children who cannot join us in school due to self-isolation.</p> <p>*Timetable will continue to reduce movement around the school or building.</p> <p>*Behaviour policies that protect health and safety, while also supporting pupils who may exhibit problematic behaviours as a response to trauma they may have experienced during lockdown are in place as an addendum to the behaviour policy.</p> <p>* Settings should follow updates to the <a href="https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications">https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications</a> EYFS disapplication guidance. For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.”</p> <p>*Assemblies or collective worship occurs within the group. If Mrs Carter leads the assemblies or other specialist staff, they will social distance.</p> <p>In response to the impact of coronavirus (COVID-19) on schools, the statutory implementation of the Reception Baseline Assessment has been cancelled although setting may choose to assess using previous guidance.</p> <p>Focus on the prime areas of learning in the EYFS, including communication and language, personal, social and emotional development, and physical development, For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending</p>	<p>Low</p>	<ul style="list-style-type: none"> <li>Communicate to staff once again - Staff training 1<sup>st</sup> June 2020 .Reviewed March 2021</li> </ul>	<p>Low</p>	<p>Monitor and review procedure JC LF</p>	<p>June 1<sup>st</sup> 2020 onward</p>
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Reception Class

			their vocabulary. For Reception, consider how all groups of children can be given equal opportunities for outdoor education.					
Cleaning frequently touched surfaces often using standard products, such as detergents and bleach	Risk of the virus spreading within settings	School community Illness Fatality	*Additional cleaning has been booked for lunchtime cleaning * cleaning kit has been provided with COSHH sheet *Procedures for cleaning frequently touched surfaces often using standard products, such as detergents are planned *Equipment is cleaned prior to use and after use *COSHH risk assessment are completed	Low	<ul style="list-style-type: none"> <li>Communication of in day cleaning plan 1<sup>st</sup> June 2020 and March 2021.</li> </ul>	Low	Monitor and review procedure JC LF	1 <sup>st</sup> June and March 2021 and then under review
SEND Pupils , vulnerable pupils and induction	Pupils need met	Yr. R Well-being attainment and progress	Some pupils with SEND (whether with education, health and care plans or on SEN support) need specific help and preparation for the changes to routine that this will involve. Personal plans for these children will be reviewed in week 3 of their return in liaison with parents. One-page profiles will be updated. Vulnerable pupils were also considered carefully in the transition process. RA are in place and reviewed regularly. Calls at the end of the summer term occurred to ensure children and parents needs are reviewed and considered prior to starting. Calls to every child starting occurred. Induction was discussed so the needs of individuals have been considered closely and a positive relationship with parents has been established. *A video of school was produced and shared. *Induction materials were shared. *Needs will be met through agreement with parents, for example using social stories. Adaptations will be agreed where appropriate using LA advisory advice or inclusion officer advice.	Low	<ul style="list-style-type: none"> <li>Communicate to staff once again through updated risk assessment March 2021</li> </ul>	Low	Monitor and review procedure JC LF	1 <sup>st</sup> September and March 2021 then under review

Year 1 to Year 6

<p>DFE Guidance minimise contact between individuals and maintain social distancing wherever possible</p> <p><b>Grouping</b></p> <p>Year 2 to Year 6 have been be welcoming many children from the week 1 June 2020 and now all children are asked to return on September 2<sup>nd</sup> 2020.</p>	<p>Risk of the virus spreading within education and childcare settings</p>	<p>School community Illness Fatality</p>	<p>What will the classes look like in terms of bubbles?</p> <p>*The classes have been split into cohort bubbles – all are currently below 30.Children will stay within their new class/group (bubble) all of the time and so will the staff. *We reduce transmission risk by ensuring children, and staff, mix in a small group only. Different groups are not mixed during the day, or on subsequent days *Maintaining distinct groups or ‘bubbles’ that do not mix enables track and trace services to identify those who may need to self-isolate. *Class groups are maintained at all times except for specialist teaching where 2m distancing will be applied, a TA will always be with the children and specialist teacher so they can respond to children’s needs and not maintain 2m distancing. *In breakfast club where each bubble will occupy a section of the hall and distance from other children from other bubbles as recommended. Staff will distance 2m unless there is a need to respond to a child’s needs at 2 m or less.</p>	<p>Low</p>	<p>Communicate to staff once again - Staff training 1<sup>st</sup> September 2020 .Reviewed March 2021</p>	<p>Low</p>	<p>Monitor and review procedure JC SB</p>	<p>Reviewed March 2021</p>
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<p>DFE Guidance Minimise contact between individuals and maintain social distancing wherever possible.</p> <p>Where possible, Year 2 to Year 6 children should remain 1+ metres apart from each other and staff. This will be taught as part of respectful relationships. However, maintaining a bubble is the protective factor.</p>	<p>Risk of the virus spreading within education and childcare settings</p>	<p>School community Illness Fatality</p>	<p><u>How do we keep children safe?</u></p> <ul style="list-style-type: none"> <li>• The main protective factors remain (hierarchically)</li> <li>• avoiding contact with anyone with symptoms</li> <li>• frequent hand cleaning and good respiratory hygiene practices</li> <li>• regular cleaning of settings</li> <li>• minimising contact and mixing</li> </ul> <p>The government now feel it is safe for whole classes to work together in a bubble. This is the primary protective factor.</p> <p>Children are taught about the government's reasons for social distancing and protective measures and how this protects them, but mostly helps to protect others in our community.</p> <p>Younger children are not expected to socially distance within their bubble but will avoid close face-to-face contact and minimise time spent within 2 metre of anyone where possible. Children in Year 1 to Year 6, <b>who can</b>, will be supported to maintain distance of 2m+ and not touch staff and their peers where possible but it is accepted that for all primary pupils the bubble is the main protective element.</p> <p>Maintaining a distance between people while inside and reducing the amount of time they are in face-to-face contact lowers the risk of transmission.</p> <p>Ideally, adults should maintain 2 metre distance from each other and from children whenever possible.</p> <p>Teach outside where possible.</p> <p>You should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face-to-face or side on.</p> <p>Adults should maintain 2 metres distance from each other and from children where possible. We know that this is not always possible, particularly when working with younger children, but adults can do this when circumstances allow.</p> <p>The measures will be introduced carefully with the explanation that we do this to protect others, as risks to children are low. Children are gently reminded of them and this forms part of our understanding of respectful relationships not simply a measure to avoid transmission.</p> <p>Talk about measures which prevent transmission (above) and expectation to follow rules in behaviour policy but as a part of respectful relationships so the message is positive</p>	<p>Low</p>	<p>Communicate to staff once again - Staff training 1<sup>st</sup> September 2020. Reviewed March 2021</p>	<p>Low</p>	<p>Monitor and review procedure JC SB</p>	<p>Reviewed March 2021</p>
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			<ul style="list-style-type: none"> <li>Children taught 2m+ rule. Rigorous but sensitive reinforcement in place but younger children do not have to.</li> </ul> <p>Adhere to seating plan in staffroom and minimise contact. Distance 2m at all times. Only people from the same bubble should eat in the staffroom but preferably find other spaces to eat where there is "heavier use" of facilities and then maintain 2m distance from anyone else preparing food. You should minimise the use of staff room and the time you spend in there to avoid cross contamination.</p>					
Desks arranged side by side and facing forwards, well spaced were possible.	Risk of the virus spreading within education and childcare settings	school community illness fatality	<p>Seating plans</p> <p>Tables and chairs have been set up in rows so that pupils are not facing each other except in younger classes where children are spread out as much as possible, use play areas, and carpet areas for learning. Individual class teachers have reviewed where pupils will sit.</p> <p>Each pupil will have their own set of resources in an individual tray, which is easily accessible from their desk to limit movement around the class.</p> <p>Classes will use different doors when coming in from break times to ease movement into classrooms.</p> <p>Where staff need to work with individual children or small groups of children from more than one bubble, care will be taken to maintain distancing – PE and music only.</p> <p>Unnecessary furniture has been moved out of classrooms to make more space.</p> <p>The teachers space is , where possible, 2m from the first desk /set of desks</p> <p>Shared equipment is cleaned regularly.</p> <p>Equipment used by another bubble should be cleaned before use or left for 48 hours or 72 hours plastics.</p> <p>Government advice is staff should use a wide range of resources and those removed originally can now be used again.</p> <p>Pupils should limit the amount of equipment they bring into school each day, including essentials such as • lunch boxes • hats and coats • books • stationery .Bags are allowed.</p>	Low	Reviewed March 2021 – no new actions	Low	Monitor and review procedure JC SB	Reviewed March 2021

<p>2) clean hands thoroughly more often than usual for robust hand and respiratory hygiene</p> <p>Cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered</p>	<p>Risk of the virus spreading within education and childcare settings</p>	<p>School community illness Fatality</p>	<p><b>Why are children washing their hands?</b>  <b>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser.</b>          Soap, paper towel and hand sanitiser are in the reception toilets and corridor areas and stocks held.          Children will :          *Wash hands regularly , including when they arrive when they return from breaks, when they change rooms and before and after eating, before leaving , if coughing or sneezing occurs          *All children can wash their hands independently. Staff will give support to children if required to ensure this is done thoroughly.          *Hand sanitiser is also available in the nursery 70% alcohol          *Games, songs have been prepared for repetition and younger child practice this. For older children clear instructions will be given and practice monitored.          *Staff to ensure risk mitigation occurs – handwashing - for all groups.          *Regular and thorough hand cleaning will be needed for the foreseeable future.          *The school maintains hand washing or hand sanitiser stocks and ‘stations’ are available so that all pupils and staff can clean their hands regularly.          *Small children and pupils with complex needs should continue to be helped to clean their hands properly.          *Building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them.</p>	<p>Low</p>	<p>Communicate to staff once again through risk assessment review July 2020 and March 2021</p>	<p>Low</p>	<p>Monitor and review procedure JC LF</p>	<p>1<sup>st</sup> September and reviewed March 2021 then under review</p>
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<p>Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</p>	<p>Risk of the virus spreading within education and childcare settings</p>	<p>School community Illness Fatality</p>	<p><b>What is in place to encourage good respiratory hygiene?</b>          *Lidded bins provided          *Tissues are available and stocks held          *Support younger children and those with complex needs to understand "catch it , bin it , kill it"          *Staff encourage children to bin their own tissues and if not staff should wear gloves for this          *Good practice is reinforced through games          * Staff gently and sensitively enforce measures rigorously          * staff to ensure risk mitigation occurs – respiratory hygiene - for all groups in all zones          *Double bagging of refuse occurs. Stocks are available.          *all pupils understand that this is now part of how school operates. Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence will be kept under review.</p> <ul style="list-style-type: none"> <li>• They are not required in schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education.</li> </ul>	<p>Low</p>	<p>Communicate to staff once again through updated risk assessment and staff training 1<sup>st</sup> September 2020.  <b>Reviewed March 2021</b></p>	<p>Low</p>	<p>Monitor and review procedure JC LF</p>	<p>1<sup>st</sup> September and <b>Reviewed March 2021</b></p>
<p>Cleaning frequently touched surfaces often using standard products, such as detergents and bleach</p>	<p>Risk of the virus spreading within education and childcare settings</p>	<p>School community Illness Fatality</p>	<p>Additional cleaning has been booked for before and after lunchtime          Class cleaning kit has been provided with COSHH sheet          Procedures for cleaning frequently touched surfaces often using standard products, such as detergents are in place.</p>	<p>Low</p>	<ul style="list-style-type: none"> <li>• Communication of in day cleaning plan 1<sup>st</sup> June 2020. <b>Reviewed March 2021</b></li> </ul>	<p>Low</p>	<p>Monitor and review procedure JC SB</p>	<p>1<sup>st</sup> September 2020 <b>Reviewed March 2021</b></p>

<p>Curriculum</p> <p>National curriculum and school long term planning are used for the organisation of learning, Year 6 should use reasonable endeavours to deliver the learning and development requirements as far as possible but can make suitable adaptations</p> <p>Remote learning for children not in school</p>	<p>Ensure PP have access to the curriculum</p> <p>Ensure home learners have access to the curriculum</p> <p>Pupil well-being and academic progress</p> <p>Transmission of Corona virus</p> <p>Staff well being</p>	<p>Well-being, attainment and progress</p>	<p>What will children be learning?</p> <p>The key principles that underpin DFE advice on curriculum planning are as follows:</p> <ul style="list-style-type: none"> <li>• Education is not optional. All pupils receive a high-quality education that promotes their development and equips them with the knowledge and cultural capital they need to succeed in life.</li> <li>• The curriculum remains broad and ambitious. All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.</li> </ul> <p>Informed by these principles, key curriculum expectations:</p> <ul style="list-style-type: none"> <li>• Teach an ambitious and broad curriculum in all subjects but prioritise. Teaching time should be <b>prioritised</b> to address the most significant <b>gaps in pupils' knowledge</b> but this should be <b>paced well</b> but ensure <b>progression</b>.</li> </ul> <p>Careful consideration of prior learning will be given so children begin from a solid foundation of what they know and move to new learning with well-considered pace. Learning activities should be used which motivate children and allow plenty of time for rediscovering the flow of learning. Staff will use our "Building learning power" initiatives to support development of learning skills and resilience. Play, practical activities and time for talk will be necessary to ensure children gradually ease back into learning <b>but incorporate key learning wherever possible</b>.</p> <p>Ensure that curriculum planning is informed both by an teacher <b>assessment of pupils' starting points and gaps</b> in their knowledge, and an understanding of what is the <b>most critical content</b> for progression at this time.</p> <p>Effective use of regular formative assessment should occur (using personal learning checklists, new curricular planning and knowledge of what has been taught, retained and gaps) based upon group needs in the class. <b>Teach to gaps and high impact content</b>. Use existing flexibilities to create time to cover the most important content in which pupils are not yet secure. Calm, gradual, through teaching for retention and pupil well-being.</p> <p>We will prioritise <b>PSHE in the first 2 weeks</b>. Thereafter, for pupils in Key Stages 1 and 2, <b>identify gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics)</b>, identifying cross-curricular and outdoor opportunities across the curriculum so they read widely, and develop their knowledge, skills and vocabulary. Use all teaching opportunities to reinforce learning loss and be adaptive and creative in providing additional opportunities for key, high impact, gain learning. Make it relaxed and fun.</p>	<p>Low</p>	<p>Reviewed March 2021– no new actions</p>	<p>Low</p>	<p>Monitor and review procedure JC SB</p>	<p>Reviewed March 2021</p>
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			<p>We will not suspend subjects but will ensure the curriculum offer remains broad, so that the majority of pupils are taught a full range of subjects, including sciences, humanities, music and the arts, physical education and sport, religious education and, at Key Stage 2, languages. Target key learning and high impact learning at all times making links where possible.</p> <p>Ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the support needed to make good progress. TA must target funded children PPP and catch up to show spend has an impact.</p> <p>PSHE will need to be at the heart of the offer for the first 2 weeks. PSHE lessons will be planned to ensure pupil well-being is considered with focus on sense of safety, sense of calm, self-belief and belonging, social connectedness and promoting hope and kindness. Building friendship, routine, structure, opportunity and freedom, which are the losses, identified for children through Corona Virus shutdown</p> <p>*Timetables with staggered lunch and staggered play allows access to areas and ensures reduced movement around the school or building</p> <p>*Review of remote learning will occur so this can be implemented again quickly if required with any additional staff, parents and pupils feel are necessary.</p> <p>*Behaviour policies that protect health and safety, while also supporting pupils who may exhibit problematic behaviours as a response to trauma they may have experienced during lockdown are in place as an addendum to the behaviour policy.</p> <p>*Assemblies or collective worship occurs within the group.</p> <p>*Individual differentiation will occur for education of high needs groups, including disadvantaged pupils, and SEND and vulnerable pupils.</p>					
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SEND Pupils and vulnerable pupils	Pupils need met	Well-being, attainment and progress	<p>Some pupils with SEND (whether with education, health and care plans or on SEN support) need specific help and preparation for the changes to routine that this will involve,</p> <p>One-page profiles will be updated.</p> <p>Calls at the end of the spring term will occur to ensure children and parents needs are reviewed and considered prior to starting.</p> <p>Needs will be met through agreement with parents for example using social stories. Adaptations will be agreed where appropriate using LA advisory advice or inclusion officer advice.</p> <p><b>TA support must be given to secure assessment of gaps and to provide support to mitigate learning loss.</b></p> <p>RA are completed for vulnerable pupils and additional support will be provided to ensure these pupils reintegrate into learning and have their needs met.</p>	Low	Reviewed March 2021– no new actions	Low	Monitor and review procedure JC LF	Reviewed March 2021
Safeguarding	Pupil wellbeing	School community Illness Fatality	<p>Safeguarding</p> <p>Child protection policy updated and addendums completed</p> <p>School have regard to the statutory safeguarding guidance, keeping children safe in education and should refer to the coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance.</p> <p>Designated safeguarding leads will consider needs of pupils on return , to help them provide support to staff and children regarding:</p> <p>Any new safeguarding and welfare concerns -referrals to children's social care and other agencies take place where these are appropriate. Review of all early help plans occurs.</p> <p>Agencies and services should prepare to work together to actively look for signs of harm.</p> <p>Records of weekly review created to ensure vulnerable pupil's needs are reviewed and met.</p>	Low	<ul style="list-style-type: none"> <li>Review policy using Sept KCSIE August 2020</li> </ul> <p>Staff training occurred</p> <p>Reviewed March 2021</p>	Low	Monitor all cases and review	Reviewed March 2021

Physical activity in schools	Risk of the virus spreading within education and childcare settings	School community Illness Fatality	<p>PE Lessons - Pupils are kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports are prioritised where possible, and hall used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene.</p> <p>Schools refer to the following advice:  <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation">https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation</a>  <a href="https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf">https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf</a>  <a href="https://www.youthsporttrust.org/coronavirus-support-schools">https://www.youthsporttrust.org/coronavirus-support-schools</a></p> <p>Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where that this is safe to do so but this will not take place in the Spring term. Wider protective measures will be in place.</p> <p>Team sports – we will only consider those sports whose national governing bodies have developed guidance under the principles of the government’s guidance on team sport and been approved by the government i.e. sports on the list available at grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events.</p> <p>Competition between different schools will not take place until wider grassroots sport permission for under 18s is given  <a href="https://www.gov.uk/guidance/coronavirus-covid-19-grassroots-sports-guidance-for-safe-provision-including-team-sport-contact-combat-sport-and-organised-sport-events">https://www.gov.uk/guidance/coronavirus-covid-19-grassroots-sports-guidance-for-safe-provision-including-team-sport-contact-combat-sport-and-organised-sport-events</a></p> <p>Activities should be embedded in other areas to encourage children to be physically active :  Daily mile will occur  Active break times will continue  Active lessons will be planned and lessons active  Clubs will be reintroduced in Summer 2021 when guidance has been received.  After school activities can be accessed during after school care club with daily exercise built into provision through games, bike riding, and outdoor activities.</p>	Low	<ul style="list-style-type: none"> <li>Reviewed March 2021– Additional guidance added.</li> </ul>	Low	Monitor health , wellbeing and activity of pupils	Reviewed March 2021
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Pupil Well being	Mental health and well-being of children and staff	Mental health issues	<p><b>Pupil wellbeing and support</b> Some pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation.</p> <p>In class pastoral support and extra-curricular activities will be provided to:</p> <ul style="list-style-type: none"> <li>• support the rebuilding of friendships and social engagement</li> <li>• address and equip pupils to respond to issues linked to coronavirus (COVID19)</li> <li>• support pupils with approaches to improving their physical and mental wellbeing</li> </ul> <p>This will build to extracurricular activities from Summer 2021 but with access to after school club immediately.</p> <p>We will work with school nurses to:</p> <ul style="list-style-type: none"> <li>• ensure delivery of the healthy child programme (which includes immunisation)</li> <li>• identify health and wellbeing needs</li> <li>• provider support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues</li> <li>• support pupils with additional and complex health needs</li> </ul> <p>Engage in the Wellbeing for Education Return Programme The Wellbeing for Education Return programme provides training and resources to help school staff respond to the wellbeing and mental health needs of pupils. The training provides practical examples to support staff and pupils within a school. We can signpost to additional services. The Local authorities have received funding to employ skilled staff to:</p> <ul style="list-style-type: none"> <li>• deliver the training to schools</li> <li>• provide advice and support until March 2021.</li> </ul> <p>School will engage with this process. <a href="https://www.gov.uk/government/news/8m-programme-to-boost-pupil-and-teacher-wellbeing">https://www.gov.uk/government/news/8m-programme-to-boost-pupil-and-teacher-wellbeing</a></p>	Medium	<ul style="list-style-type: none"> <li>• Reviewed March 2021- engage in any training available and ensure the school have resources to support parents. Signpost for essential services for those who require additional expertise to overcome issues arising.</li> </ul>	Low	Monitor health , wellbeing and activity of pupils	Reviewed March 2021
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Music	Risk of the virus spreading within education and childcare settings	School community illness Fatality	<p>There may be an additional risk of infection in environments where you or others are</p> <ul style="list-style-type: none"> <li>• singing,</li> <li>• chanting,</li> <li>• playing wind or brass instruments</li> <li>• Shouting.</li> </ul> <p>This applies even if individuals are at a distance. When engaging in these activities :</p> <ul style="list-style-type: none"> <li>• physical distancing</li> <li>• playing/singing outside wherever possible</li> <li>• limiting group sizes to no more than 15</li> <li>• positioning pupils back-to-back or side-to-side</li> <li>• avoiding sharing of instruments</li> <li>• Ensuring good ventilation.</li> </ul> <p>Singing, wind and brass playing will not take place in larger groups such as school choirs and ensembles, or school assemblies. Micro soft teams may be used to support some of these activities including peripatetic music provision.</p>	Low	Staff training 1 <sup>st</sup> September 2020. Reviewed March 2021– no new actions	Low	Monitor CF JC	1 <sup>st</sup> September 2020 ongoing Reviewed March 2021
MFL			<ul style="list-style-type: none"> <li>• MFL lessons delivered by class teacher spring 2021</li> </ul>	Low	<ul style="list-style-type: none"> <li>• Staff training 1<sup>st</sup> September 2020. Reviewed March 2021– no new actions</li> </ul>	Low	Monitor LK JC	Reviewed March 2021

## Breakfast and after school child care provision

<p>Breakfast and after school child care provision</p> <p><a href="https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak">https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</a></p>	<p>Risk of the virus spreading within education and childcare settings</p>	<p>School community Illness Fatality</p>	<p>From 8 March, we will resume after school care with a view to reinstating other clubs after Easter. The DFE advise we reinstate educational activities and wraparound childcare pupils, where this provision is necessary to support parents to work, attend education and access medical care, and is as part of pupil's wider education and training.</p> <p>Protect school staff by limiting use of other providers</p> <p>Where parents are using external childcare providers or out of school extra-curricular activities for their children ,please :</p> <ul style="list-style-type: none"> <li>• limit your use of multiple out-of-school settings providers, and only use one out-of-school setting in addition to school as far as possible.</li> <li>• check providers have put in place their own protective measures</li> <li>• link to the guidance for parents and carers</li> </ul> <p><b>Breakfast club</b> will resume from 8<sup>TH</sup> March but must be pre booked in order for us to organise staffing, and groups until further notice. Children will be in the hall and be on separate tables according to their bubble.</p> <p>A register will be maintained to identify the breakfast club as a bubble in the event of track and trace but we will ensure children maintain 2m+ distance from their peers from other bubbles.</p> <p>Please use the hall door as usual.</p> <p>If you wish to be added to the booking, we welcome this so please contact the office.</p> <p>We have added an additional offer of 1-hour sessions to help parents who usually use after school clubs such as football club, as we will not offer these clubs until it is safe to do so.</p> <p><b>After-school care provision</b> will resume from 8<sup>th</sup> March but must be pre booked in order for us to organise staffing and groups. Children will be in the hall, nursery or demountable and will play with others from their bubble.</p> <p>A register will be maintained to identify the after school club as a bubble in the event of track and trace but we will ensure children maintain 2m+ distance from their peers from other bubbles.</p> <p>If you wish to be added to the booking, we welcome this so please contact the office.</p> <p>Provision will help ensure pupils have opportunities to re-engage with their peers and with the school, ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and support working parents.</p> <p><b>After school clubs</b> e.g. football will resume when it is safe to do so but we do <b>not</b> anticipate this will be in Spring term.</p>	<p>Low</p>	<p>Reviewed March 2021– no new actions</p>	<p>Low</p>	<p>Monitor and review procedure JC</p>	<p>Reviewed March 2021</p>
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### Organisational issues

<p>Assembly groups</p>	<p>Risk of the virus spreading within education and childcare settings</p>	<p>School community Illness Fatality</p>	<p><u>Will assemblies in the hall be allowed?</u></p> <p>Assemblies are delivered in classroom bubbles by teaching staff or TA or virtually.</p> <p><b>We will avoid large gatherings such as assemblies or collective worship with more than one group.</b></p>	<p>Low</p>	<p>Reviewed March 2021– no new actions</p>	<p>Low</p>	<p>Monitor and review procedure JC</p>	<p>Reviewed March 2021</p>
<p>Stagger break times (including lunch), so that all children are not moving around the school at the same time</p>	<p>Risk of the virus spreading within education and childcare settings</p>	<p>School community Illness Fatality</p>	<p><u>What happens at break time and dinnertime?</u></p> <p><b>Breaks</b> will occur and children and staff will exit bubbles through external doors. Children wash their hands before and after break. Extensive grounds are zoned with each bubble having a play zone and clean equipment. A staff member of the bubble will stay with the group for half of the playtime and then swap with their partner. Each member of staff will have a break.</p> <p><b>Staggered lunch breaks</b> are timetabled - children and young people should clean their hands beforehand and enter the hall the children in different bubbles will be 2m+ apart - children take lunch back to their classroom bubble except one bubble who will be in hall.</p> <p>Lunch supervisors have been allocated to each bubble so staff do not supervise</p> <p>Wet break and lunchtime will be in class bubbles.</p> <p>Children wash their hands on coming in from Lunch play.</p>	<p>Low</p>	<p>Reviewed March 2021– updated break and break rota</p>	<p>Low</p>	<p>Monitor and review procedure JC</p>	<p>March 2021 onward</p>

## Organisational issues

<p>stagger drop-off and collection times</p>	<p>virus spreading within education and childcare settings</p>	<p>School community Illness Fatality</p>	<p><u>What happens at the start and end of the day?</u>                  Arrival times and departure times have been be sent to parents and are organised in rota so there is social distancing. Children have the same time in school as before but may start and finish at a new time.                  *Routes around school have been established and have been communicated to parents via a letter home.                  *Access to rooms is from the outside – collect and drop off at classroom doors not usual entrance.                  *Nursery drop off parents allowed entry into the nursery with support from staff.  <b>We ask parents to please adhere to the following:</b>                  *No parents enter the building at drop off or collection.                  *Parents please wear face masks on site to prevent transmission                  *No parents gather on playgrounds or outside of the school gates. Please do not allow children from different bubbles to play together after sessions close unless they are siblings                  All parents have been asked to leave the premises promptly before and after school and not to gather in a group to talk as this increases the risk of cross contamination of bubbles for now.                  *If parents wish to speak with staff they have been asked to telephone the school and a calls will be scheduled at a mutually convenient time.                  *Meetings can occur if necessary but socially distanced – these will usually be with Mrs Carter to decrease risks to staff.                  Staff will ensure that children and staff arriving come straight into class or wait at 2 metre distance from each other, to access the sanitiser on arrival or hand wash</p>	<p>Low</p>	<p>Communicate to staff once again - Staff training 1<sup>st</sup> June 2020 .Reviewed March 2021– no new actions</p>	<p>Low</p>	<p>Monitor and review procedure JC</p>	<p>Reviewed March 2021 onward</p>
<p>Ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time</p>	<p>virus spreading within education and childcare settings</p>	<p>School community Illness Fatality</p>	<p><u>What happens when children want to use the toilets?</u>                  *Year 6, 5, 3, 4 use Key stage 2 toilets. Additional cleaning has been organised before and after dinnertime.                  *Yr. 1 and R Yr. 2 use key stage 1 toilets. Additional cleaning has been organised before and after dinnertime.                  *Children are asked to use the toilets during their designated times but are allowed to go at any other time as usual, adult accompany to check toilet area is clear. Children go 1 at a time.                  Toilets cleaned between bubbles – anti bac In addition, lunchtime clean is in place.                  *Ensure hand washing occurs. Sanitiser is also available and in class washing facilities if any doubt                  *A good supply of disposable tissues are available in each classroom and stock is held to top up regularly</p>	<p>Low</p>	<p>Reviewed March 2021– no new actions</p>	<p>Low</p>	<p>Monitor and review procedure JC</p>	<p>Reviewed March 2021</p>

Organisational issues

<p>plan parents' drop-off and pick-up protocols that minimise adult to adult contact</p>	<p>virus spreading within education and childcare settings</p>	<p>School community Illness Fatality</p>	<p><u>What about if I need to speak to a teacher or Mrs .Carter?</u> Please telephone to make an appointment or ask at the desk in the lobby .If parents wish to speak with staff; calls have been scheduled as a first step. If you wish to meet then a distanced area will then be organised and the meeting can go ahead. *Unfortunately, no parents can enter the building at drop off or collection. All parents have been asked to exit promptly from the grounds to allow space for the next cohort to arrive or to prevent bubbles mixing until it is safe to do so. *Parents can visit the office new lobby but please adhere to social distancing. Screens are in place so this will minimise contact. *Office staff are not to mix with other staff or children and staff are not allow access to the office phone. Staffroom phone is available for staff.</p> <p>Parents have been reminded about the process that has been agreed for drop off and collection, including not to:</p> <ul style="list-style-type: none"> <li>gather at the gates</li> <li>come onto the site without an appointment</li> </ul> <p>If staff speak to parents outside classrooms after school, they must wear a mask.</p>	<p>Low</p>	<p>Reviewed March 2021– no new actions</p>	<p>Low</p>	<p>Monitor and review procedure JC</p>	<p>Reviewed March 2021</p>
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## Organisational issues

<p>Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere</p>	<p>virus spreading within education and childcare settings</p>	<p>School children and staff Illness Fatality</p>	<p><u>What should my child bring to school?</u> Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. That position has now changed because they are so important for the delivery of education. *Individual and very frequently used equipment, such as pencils and pens staff and pupils must have their own items that are not shared. *Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. *Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. *Outdoor playground equipment should be more frequently cleaned. This also applies to resources used inside and outside by wraparound care providers. *It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books. Items from home e.g. lunchboxes, water bottles are anti bac wiped. Bags are allowed. *Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided. These should be cleaned on return. Handwashing should occur after touching these resources.</p>	<p>Low</p>	<p>Reviewed March 2021– no new actions</p>	<p>Low</p>	<p>Monitor and review procedure JC</p>	<p>Reviewed March 2021</p>
<p>Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units</p>	<p>virus spreading within education and childcare settings  Fire safety  Security of children in building</p>	<p>School community Illness Fatality</p>	<p>Essential in all weathers: Ventilate classrooms by opening windows on both sides of the room to create airflow, Use top opening if weather is inclement but you must still ventilate. Keep fire doors secure Open outside doors in warmer weather only when parents have left and the boundary has been secured. Use outdoor areas where possible. Children may need additional layers on, as school feels colder than usual.</p>	<p>Low</p>	<p>Reviewed March 2021</p>	<p>Low</p>	<p>Monitor and review procedure JC</p>	<p>Reviewed March 2021</p>

### Organisational issues

For shared rooms:		School community Illness Fatality	<p>Hall use for lunch collection and for one group only. Timetables for hall use have been established with most children eating in classrooms on cleaned tables</p> <ul style="list-style-type: none"> <li>• Breaks between lessons no shared facilities outside – areas designated.</li> <li>• Lunch playtimes groups do not mix (and especially do not play sports or games together)</li> <li>• Zoned areas available</li> <li>• Own equipment available</li> </ul> <p>For some play equipment – large- cleaning between groups between groups is in place, Corridor and additional signage outside has been used to help parents and children. The hall can be used for PE but additional cleaning of mats should occur and distancing maintained where possible.</p>	Low	Reviewed March 2021 – review timetables in light of wet grass areas and re-establish.	Low	Monitor and review procedure JC	Reviewed March 2021
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### Cleaning - enhanced cleaning arrangements

<p>DFE Guidance introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach -increased cleaning</p> <p>follow the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></p>	virus spreading within education and childcare settings	School community Cleaners  Illness Fatality	<p>High ratios of cleaners have been retained throughout and classrooms have been deep cleaned. Additional cleaning will occur from 20<sup>th</sup> July 2020 onwards</p> <p>*We adhere to guidance re cleaning Covid -19 Cleaning non health care settings guidance, gloves and aprons are available to anyone cleaning.</p> <p>*Designated products and disposable cloths for staff use – COSSH RA provided.</p> <p><b>*Equipment has been deep cleaned -this continues</b></p> <p>*Additional cleaning have been organised within the school day before and after lunch– toilets, bins, tables from cleaning staff .</p> <p>*Children use the same classroom throughout the day, with a thorough cleaning of the rooms at the end of the day</p> <p>School staff TA, Teachers ensure cleaning occurs where necessary e.g. tables wiped before activities, toys cleaned before second session. Reasonable steps should be taken.</p> <p>Play equipment is wiped before children use it, and appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously</p> <p>We buy from public sector buying organisation partners (for example ESPO, YPO, NEPO) and have proportionate supplies of soap, anti-bacterial gel and cleaning products if needed. Any difficulties immediately to Headteacher.</p>	Low	Communicate to staff once again - Staff training 1 <sup>st</sup> July 2020. March 2021 – no new actions	Low	Monitor and review procedure JC	September 1 <sup>st</sup> Onwards until further notice
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### Organisational issues

Cleaners ensure clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal	virus spreading within education and childcare settings	School community Cleaners  Illness Fatality	*Cleaner in charge directs cleaners on daily task cleaning schedule to ensure vulnerable areas are cleaned daily: chairs, doors, sinks, toilets, light switches, photocopiers, door handles, table/counter tops, computers including mouse and keyboard, telephones, *Generally learning resources will not be shared between bubbles. If a class needs a resource, which has been used by another bubble the learning resources will be cleaned by a TA prior to use. *specialist equipment for SEND pupils, toilets and toilet handles, sinks, taps and other areas touched regularly, cleaned daily and additional cleaning during the day *Tops are clear of clutter to facilitate this.	Low	Communicate to staff once again - Staff training 1 <sup>st</sup> June 2020. March 2021 – no new actions	Low	Monitor and review procedure JC	July 1 <sup>st</sup> Onwards until further notice
Uniform	virus spreading within education and childcare settings	School community Cleaners  Illness Fatality	<u>Should my child wear uniform on their return?</u> Yes. There is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting. Children will return to wearing uniform on their return uniform. Please put children in clean uniform regularly or daily if possible. Government advice says, "Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal."	Low	March 2021 – no new actions	Low	Monitor and review procedure JC	September 1 <sup>st</sup> Onwards until further notice

### Attendance –pupil

No one with symptoms should attend a setting for any reason.	virus spreading within education and childcare settings	School community Illness Fatality	Guidance has been given on stay at home if symptomatic and should be followed rigorously. No one with symptoms should attend a setting for any reason.	Low	March 2021 – updated staff and parents re advice.	Low	Monitor and review procedure JC	September 1 <sup>st</sup> Onwards until further notice
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<p>Eligible children – including priority groups - are strongly encouraged to attend their education setting, unless they are self-isolating or they are clinically vulnerable</p>	<p>virus spreading within education and childcare settings</p>	<p>School community Vulnerable groups – see Gov definition  Illness Fatality</p>	<p><b>Government</b> advice states:  School attendance will therefore be mandatory again from the beginning March 8<sup>th</sup> 2021.  This means from that point, the usual rules on school attendance will apply, including:  parents’ duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age; schools’ responsibilities to record attendance and follow up absence with support from Education Welfare services.”  The availability to issue sanctions, including fixed penalty notices in line with local authorities’ codes of conduct” are reinstated. Attendance for all is necessary.  <b>Pupils who are shielding or self-isolating will receive further advice.</b>  Government advice says, “We now know much more about coronavirus (COVID-19) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are high. <b>Therefore, the majority of pupils will be able to return to school.</b> You should note however that:  a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19). <b>Shielding advice for all adults and children will pause on 1 August</b>, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). <b>This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding.</b> Read the current advice on shielding.  <a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</a>  -if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below).  -some pupils no longer required to shield but who generally remain under the <b>care of a specialist health professional may need to discuss their care with their health professional</b> before returning to school (usually at their next planned clinical appointment). You can find more advice from the Royal College of Paediatrics and Child Health at COVID-19 - ‘shielding’ guidance for children and young people.</p>	<p>Low</p>	<p>- Staff training September 1<sup>st</sup> 2020 for return on 2<sup>nd</sup> September</p>	<p>Low</p>	<p>Monitor and review procedure JC</p>	<p>September 1<sup>st</sup> Onwards until further notice</p>
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Attendance –pupil

<https://www.rcpch.ac.uk/resources/covid-19-shielding-guidance-children-young-people#children-who-should-be-advised-to-shield>

Where a pupil is unable to attend school because they are complying **with clinical and/or public health advice**, they will be immediately offered access to remote education. Schools must monitor engagement with this activity (as set out in the section below).

\*All vulnerable children have needs RA – their needs are identified and we ensure the needs are met.

\*Safeguarding lead is always on site and aware of family's needs.

**Attendance**

School attendance will be mandatory for all pupils from 8 March.

The usual rules on school attendance apply, including:

- parents' duty to secure their child's regular attendance at school (where the child is a registered pupil at school and they are of compulsory school age)
- the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct

We record attendance, follow up absence and reporting children missing education to the local authority.

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Attendance pupil								
Registers	Safeguarding pupils	Pupils Illness Fatality	Schools and nursery have resumed taking their attendance register *completed the online Educational Setting Status form *continued to monitor attendance at early years settings, via local authorities	Low	March 2021 – updated staff and parents re advice.	Low	Monitor and review procedure JC	Onwards until further notice
Self-isolation and shielding			<p>A small number of pupils will still be unable to attend in line with public health advice to self-isolate because they:</p> <ul style="list-style-type: none"> <li>• have symptoms or have had a positive test result</li> <li>• live with someone who has symptoms or has tested positive and are a household contact</li> <li>• are a close contact of someone who has coronavirus (COVID-19)</li> </ul> <p>The DFE state “We know from growing evidence that many children identified at the start of the pandemic as clinically extremely vulnerable (CEV) are not at increased risk of serious outcomes from coronavirus (COVID-19) and children are gradually being removed from the shielding patient list (SPL) as appropriate, following review with a clinician. The advice for pupils who have been confirmed as clinically extremely vulnerable is to shield and stay at home as much as possible until further notice. They are advised not to attend school while shielding advice applies nationally.</p> <p>At present, these children should continue to shield, and self-isolate if they have symptoms or are identified as a close contact of a positive case, even if they have been vaccinated.”</p> <p>School will request from parents a copy of the shielding letter sent to CEV children, to confirm that they are advised not to attend school or other educational settings whilst shielding guidance is in place.</p> <p>We provide remote education to pupils who are unable to attend school because they are complying with government guidance or legislation around coronavirus (COVID-19), in the circumstances provided for in the Remote Education Temporary Continuity Direction. We keep a record of this activity.</p> <p>Pastoral support will be given to pupils who are:</p> <ul style="list-style-type: none"> <li>• self-isolating</li> <li>• shielding</li> <li>• vulnerable</li> </ul> <p>Where pupils are not able to attend school, as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised</p>					

Attendance pupil								
Pupils and families who are anxious about return to school		Well being Access to education	<p>All other pupils must attend school. We acknowledge the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and we are committed to working with you to put the right support in place to address this. This may include</p> <ul style="list-style-type: none"> <li>*pupils who have themselves been shielding previously but have been advised that this is no longer necessary,</li> <li>*those living in households where someone is clinically vulnerable,</li> <li>*those concerned about the comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.</li> </ul> <p>Schools will discuss their concerns and provide reassurance of the measures we are putting in place to reduce the risk in school. Pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc.).</p>	Low	March 2021 – updated staff and parents re advice.	Low	Monitor and review procedure JC BK	September 2020 1 <sup>st</sup> Onwards until further notice

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Staff well being								
<p>Be conscious of the wellbeing of all staff, including senior leaders</p>	<p>Staff well being Stress Covid 19 transmission</p>	<p>Staff Illness Death</p>	<p>*At least one SLT member of staff is site every day for staff to share concerns with.            *There is an open door policy and mental health first aiders to support staff has been identified.            *Staff have been included in the decision-making (union action exception), risk assessments.            *Regular briefings occur to discuss changes to processes. Consultation with staff try to address concerns.            *Staff break spaces have been provided - staff room, demountable, new benches, lobby, gp room, classrooms where they can go for break times. A safe space for staff to relax and rest between sessions is available. Staff break and lunchtimes are on rota into the school day.            *details of counselling available to staff e.g. NOSS            *contacts/sources of information such as MIND are shared            *Referral to Occupational Health will occur for circumstances someone in school should be working under depending on health            * Work place adaptations have been facilitated for staff who require this.            *Mental health, including anxiety is recognised medical health need and is treated in the same way as other medical needs by seeking additional information and working with staff member to ensure risks are reduced.            *Governors monitor staff wellbeing and mental health including the HT .Flexible working practices have been implemented in a way that promotes good work-life balance and supports teachers and leaders.            *re remote learning – flexibility in teaching time expectations have allowed staff some time to complete remote            DfE has also published a range of resources, including case studies to support remote education and help address staff workload, this includes case studies on managing wellbeing            *Workload is carefully managed - staff are asked to report where they feel it is causing concern so support can be arranged but the onus is on staff to do so.            Staff welfare –            All staff have a 10 minute break at break time option and 50 minute to 1-hour lunchtime. Staff groups should not mix unless socially distanced. The staff room rota is in place.</p>	<p>Low</p>	<p>March 2021 – updated staff.</p>	<p>Low</p>	<p>Monitor and review procedure JC</p>	<p>Onwards until further notice</p>

### Transport

<p>Parents and children and young people should be encouraged to walk or scoot where possible, and avoid public transport</p>	<p>Avoid congestion and transmission</p>	<p>Parents and children</p>	<p>Parents and children and young people to walk or scoot where possible, and avoid public transport</p> <ul style="list-style-type: none"> <li>*Non-contact deliveries in place</li> <li>*We have pre ordered stocks of equipment ordering larger quantities of inbound materials to reduce deliveries</li> <li>*We do not load or unload vehicles</li> <li>*Use of lobby for receipt of delivery so no social contact is in place</li> <li>* Supply of hand sanitiser for employees to use after handling deliveries is available</li> <li>*No reusable delivery boxes are used.</li> </ul> <p>When we resume use of transport we will consider:</p> <ul style="list-style-type: none"> <li>• how pupils are grouped together on transport, this should reflect the bubbles that are adopted within school</li> <li>• use of hand sanitiser upon boarding /disembarking</li> <li>• additional cleaning of vehicles</li> <li>• organised queuing and boarding</li> <li>• distancing within vehicles</li> </ul> <p>School undertakes full and thorough risk assessments in relation to all educational visits when they resume ensuring they can be done safely. As part of this risk assessment, school considers what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues.</p> <p><a href="https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits">https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits</a></p>	<p>Low</p>	<p>March 2021 – updated staff.</p>	<p>Low</p>	<p>Monitor and review procedure JC</p>	<p>September 1<sup>st</sup> 2020 2020</p>
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### Food

<p>School meals for all children in school</p>	<p>Pupil well being</p>	<p>Pupils</p>	<p>Catering</p> <p>Kitchens will be fully open from March 8<sup>th</sup> 2021 term and normal legal requirements will apply about provision of food to all pupils who choose it, including for those eligible for benefits-related free school meals or universal infant free school meals.</p> <p>Meals provided daily for all children in school</p> <ul style="list-style-type: none"> <li>*catering staff been involved in discussions about how meals will be served and this has been agreed</li> <li>*there are sufficient catering and lunchtime supervision staff to ensure that children can safely eat their lunch</li> <li>*we offered packed lunches or food parcels or vouchers for benefits-related free school meal pupils not in school.</li> </ul>	<p>Low</p>	<p>March 2021 –no changes required.</p>	<p>Low</p>	<p>Monitor and review procedure JC</p>	<p>September 1<sup>st</sup> 2020</p>
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Continue to offer breakfast club to key care children only week one and then reconsider	Pupil well being  Reduced contact transmission	Pupils	Breakfast provided daily for breakfast club children. Snacks for after school care will resume. Break time fruit will resume.	Low	March 2021 –no changes required.	Low	Monitor and review procedure JC	September 1 <sup>st</sup> 2020
<b>Work place and furniture contamination</b>								
Workplace and furniture contamination	Avoid cross contamination	School community	Referenced through documents in age related sections.	Low	March 2021 –no changes required.	Low	Monitor and review procedure JC	1 <sup>st</sup> June and then under review
<b>Where recommended, the use of face coverings in schools. Personal protective equipment</b>								
Wearing a face covering or face mask in schools or other education settings is not recommended	virus spreading within education and childcare settings  Illness Death	School community Illness Fatality	<p>Face coverings will not be worn children.</p> <p>•In primary schools, it is recommend that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas such as the staff room when making drinks).</p> <p>The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE should be used for:</p> <p>Where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then, if a distance of 2 metres cannot be maintained.</p> <p>Where a child or young person already has routine intimate care needs that involves the use of PPE.</p> <p>Nursery or school staff use PPE as usual if dealing with blood, vomit, nappies, and accidents.</p> <p>We do not have children who have behavioural issues who pose any risk to staff</p> <p>If children or adults choose to wear masks on their journey to school or required to do so as they are accessing public transport then they must remove face coverings before entry to the building. Pupils must not to touch the front of their face covering during use or when removing them as this increases risks to them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</p>	Low to be reviewed by schools in light of local control measures	<p>March 8th remind staff of protocol</p> <p>Exemptions Some individuals are exempt from wearing face coverings. This applies to those who:</p> <ul style="list-style-type: none"> <li>cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability</li> <li>speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate</li> </ul> <p>The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs.</p>	Low	Monitor and review procedure JC	1 <sup>st</sup> September 1 <sup>st</sup> 2020 and then under review March 8th remind staff of protocol

First Aid								
First Aid			<p>*In emergencies, social distancing should be observed if possible, but this may not always be possible. We have reviewed number of first aiders, fire marshals and this remains unchanged at this time. Training for any additional equipment has been put in place. First Aiders are aware of the protocols with regard to Covid19.*PEEPS (Personal emergency Evacuation Plan) to be reviewed on x return. Adequate first aid is in place and no change has occurred. We have updated boxes situated by all bubbles for use for minor first aid. We have adequate supplies of PPE for use of staff in all emergencies .First aid needs assessment has been reviewed and identifies equipment, which can be used for staff safety. Where there is a possible risk of infection face and eye protection is available in school.</p> <p>The library has been designated sickbay.</p> <p>Contact with the casualties' airway will be avoided where possible.</p> <p>Chest compressions will be applied if needed while waiting for the ambulance and advance lifesaving care</p> <p>For a Paediatric casualty – There is an acceptance that doing rescue breaths will increase the risk of transmitting the COVID-19 virus, either to the rescuer or the child/infant. However, this risk is small compared to the risk of taking no action, as this will result in certain cardiac arrest and the death of the child. The advice from the Resuscitation Council (UK) is hat rescue breaths should be undertaken as ventilations are crucial to the child's chances of survival</p>	Low	March 2021 –no changes required.	Low	Monitor and review procedure JC	1 <sup>st</sup> September 1 <sup>st</sup> 2020 for 2 <sup>nd</sup> of September 1 <sup>st</sup> 2020 opening and then under review
Managing Customers, Contractors and visitors								
Managing Customers, Contractors and visitors	Avoid congestion and transmission	Office staff Contractors School community Illness Fatality	<p>Contractors and visitors All visits can now occur – school procedures for distancing must be adhered to and communicated to staff visiting. Visitors should wear masks at all times unless specified.</p> <p>No visitors or contractors are allowed in the school or car park unless absolutely necessary during drop off and pick up times</p>	Low	March 2021 –no changes required.	Low	Monitor and review procedure JC	1 <sup>st</sup> June and then under review

Minimise contact with individuals who are unwell by ensuring that those who are required to stay at home do not attend school.

<p>1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</p> <p>staff and children or young people should not attend school or nursery if they have symptoms of Covid 19 or are self-isolating due to symptoms in their household</p>	<p>Risk of the virus spreading within education and childcare settings.</p>	<p>School community Illness Fatality</p>	<p>Pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms or live in a household with someone who does -or have tested positive- in at least the last 10 days. We ensure anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19). We follow this process and ensure all staff are aware of it. If anyone in the school becomes unwell with a new and persistent cough or a high temperature, or has a loss of or change in, their normal sense of taste or smell (anosmia), they will be sent home and advised to follow guidance for households with possible or confirmed coronavirus (COVID-19) infection, which sets out that they should self-isolate for that day and the following 10 full days and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate starting from the day the individual's symptoms started (or the day their test was taken if they did not have symptoms, whether this was an LFD or PCR test), and the next 10 full days.</p> <p>Isolate if</p> <ul style="list-style-type: none"> <li>o anyone in their household or support or childcare bubble develops symptoms of coronavirus (COVID-19)</li> <li>o you have recently travelled from certain other countries</li> <li>o they have been advised to isolate by NHS test and trace or the PHE local health protection team, which is a legal obligation</li> <li>• You must - provide details of anyone they have been in close contact with, if they test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace</li> </ul> <p>Active engagement with NHS Test and Trace will occur.</p> <p>There will be head/deputy, first aider, Designated Safeguarding Lead (DSL), SENCO, caretaker and sufficient cleaning staff on duty at all times.</p>	<p>Low</p>	<p>Refresh staff training for 8<sup>th</sup> March opening</p>	<p>Low</p>	<p>JC staff training</p> <p>Monitor staff and pupil wellbeing and take any actions required immediately</p>	<p>Refresh staff training for 8<sup>th</sup> March opening</p>
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<p>Catching or spreading Coronavirus – General considerations</p> <p>Staffing</p>	<p>Staffing ratios</p>	<p>Insufficient staff numbers</p>	<p><b>Staff who are clinically vulnerable or extremely clinically vulnerable</b></p> <p>Following the reintroduction of shielding, clinically extremely vulnerable staff are advised not to attend the workplace. Staff who are in this group will previously have received a letter from the NHS or their GP telling them this. Staff who are identified as clinically extremely vulnerable should follow guidance on shielding and protecting people who are clinically extremely vulnerable from coronavirus (COVID-19).</p> <p>Advice for those who are clinically vulnerable, including pregnant women, is available.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</p> <p>Individual risk assessments have been completed to mitigate risks for individuals in vulnerable groups including home working where necessary. Both parties agreed RA.</p> <p>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</p> <p>Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report. <a href="https://www.gov.uk/government/publications/covid-19-review-of-disparities-in-risks-and-outcomes">https://www.gov.uk/government/publications/covid-19-review-of-disparities-in-risks-and-outcomes</a>. If people with significant risk factors are concerned, we will discuss their concerns and explain the measures the school is putting in place to reduce risks. School will try, as far as practically possible, to accommodate additional measures where appropriate.</p> <p>Employer health and safety and equalities duties School has a legal obligation to protect their employees, and others, from harm and will continue to assess health and safety risks and consider how to meet equalities duties in the usual way.</p> <p>Supply staff and other temporary workers can move between schools, but we will minimise the number of visitors to the school. Supply staff, peripatetic teachers, specialist teachers will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.</p>	<p>Low</p>	<p>Reviewed March 2021 – no further action but maintain under review for all staff. New categories of vulnerability have been added.</p>	<p>Low</p>	<p>Monitor staff health regularly</p>	<p>From 1<sup>st</sup> September 2020 for 2<sup>nd</sup> of September 1<sup>st</sup> 2020</p>
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Lateral flow testing	Staff and pupil safety	School community Illness Fatality	<p>In addition to PCR testing, the use of rapid lateral flow tests allows the identification of some individuals with coronavirus who do not have symptoms, which make up around a third of all cases. Lateral flow devices are being provided to all staff so that they can access to two tests every week.</p> <p>Testing is not mandatory for staff and they do not need to provide proof of a negative test result to attend school in person, although participation in testing is strongly encouraged.</p> <p>A risk assessment was written for LFT</p>	Low	Training occurred Jan 2021	Low	Gemma and Lauren monitor results of testing	Jan 2021 onward
Buildings	Building is safe for return to school	School community Illness Fatality	<p>Our site has at no point closed so the following remain functional and safe: hot and cold water systems, gas safety, and kitchen equipment.</p> <p>Specialist equipment used by pupils (e.g. for access/mobility/changing remains functional.</p> <p>Security including access control and intruder alarm systems</p> <p>Ventilation is sufficient and in good order</p> <p>Fire safety- an addendum to first practices has been added to the file and staff informed detailing new collection points to maintain bubbles for classes.</p> <p>Prior to reopening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe.</p>	Low – to be reviewed by schools in light of local control measures	Communicate to staff once again - Staff training 1 <sup>st</sup> September 2020	Low	JC Monitor and review procedures	From 2 <sup>nd</sup> September 2020 onward

The system of controls:  
Response in case of suspected or  
confirmed cases of Covid 19

<p>6) where necessary, wear appropriate personal protective equipment (PPE)</p> <p>Response to any infection:</p> <p>7) engage with the NHS Test and Trace process</p> <p>8) manage confirmed cases of coronavirus (COVID-19) amongst the school community</p> <p>9) contain any outbreak by following local health protection team advice</p>	<p>virus spreading within education and childcare settings</p> <p>Illness Death</p>	<p>School community Illness Fatality</p>	<p><b>Will the school take my child's temperature daily?</b> No, Public Health England is clear that routinely taking the temperature of pupils is not recommended. We will continue with current practise of <b>not</b> taking temperatures unless children present systems of fever.</p> <p><b>What do we do if someone is unwell?</b> If a child displays symptoms of Covid 19 please do not send them, <b>or siblings</b> to school until the child or children have been tested and a negative test result received. This also applies to adults in school or parents.</p> <p><b>What happens if your child becomes unwell in school?</b></p> <p>If anyone in the school becomes unwell they will be sent home and advised to follow guidance for households with possible or confirmed coronavirus (COVID-19) infection, which sets out that they should self-isolate for that day and the following 10 full days and should arrange to have a test to see if they have coronavirus (COVID-19).</p> <p>If positive other members of their household (including any siblings) should self-isolate starting from the day the individual's symptoms started (or the day their test was taken if they did not have symptoms, whether this was an LFD or PCR test), and the next 10 full days.</p> <p><b>Staff will:</b> If a child, young person or adult becomes unwell with symptoms of coronavirus while school or nursery setting and needs direct personal care until they can return home they should be taken to the library area and the windows should be opened and the door closed. Children will be reassured and comforted with the same care and attention as usual. If appropriate and possible, we will remain 2m from the child – this is usually achievable for older children. PPE must be worn by staff caring for a child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs) :gloves, an apron and a facemask will be worn by the supervising adult. Please explain to the child what you are putting on and why we have been asked to take precautions but emphasise to the child they are in no danger and it is to protect not because the child is ill. If a risk assessment determines that, there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection will also be worn. More information on PPE use can be found in <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a></p> <p>We have used our local supply chains to obtain PPE. Staff have all received training on use of PPE.</p> <p>All contacts will be shared when requested (GDPR does not apply when safeguarding issues are present.)</p> <p>If the child needs to go to the bathroom while waiting to be collected, they should use a separate bathroom - The disabled toilet has been identified for this purpose. The bathroom will be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p><b>Who will call me?</b> Office staff will be informed and they telephone contacts to collect the child young person or adult who will be sent home and advised to self-isolate for 10 days or until a test has been completed and results return negative. <b>Please respond promptly to the request to collect</b></p>	<p>Med</p>	<p>Staff will require refresher of training for use of PPE September 1<sup>st</sup> 2020 for reopening.</p>	<p>Low</p>	<p>Monitor and review procedure JC</p>	<p>1<sup>st</sup> September and then under review</p>
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<p>Identified as unwell at school</p>		<p>and have contingency measures in place should you be further afield. Contacts should be kept up to date.</p> <p>Where the child, young person or staff member tests negative, they will return to their setting and the fellow household members can end their self-isolation.</p> <p>As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.</p> <p><b>What about the staff and other children?</b> Any members of staff who have helped someone with symptoms, and any pupils who have been in close contact with them, do not need to go home to self-isolate, unless they: develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace. However, staff may request to go home and change clothes if they want to or have time to think through the experience with support. Staff must ensure they wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell and so would children in the class.</p>					
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DO NOT COPY

<p>Response to any infection</p> <p>Engage with the NHS Test and Trace process</p>		<p><b>Response to any infection</b></p> <p>Staff and parents and children must self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)</p> <p>Close contact means:</p> <ul style="list-style-type: none"> <li>• anyone who lives in the same household as someone with coronavirus (COVID-19) symptoms or who has tested positive for coronavirus (COVID-19)</li> <li>• anyone who has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with a PCR or LFD test: <ul style="list-style-type: none"> <li>o face-to-face contact including being coughed on or having a face-to-face conversation within 1 metre</li> <li>o been within 1 metre for 1 minute or longer without face-to-face contact</li> <li>o sexual contacts</li> <li>o been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)</li> <li>o travelled in the same vehicle or a plane</li> </ul> </li> </ul> <p>Tests can be booked online through the NHS testing and tracing for coronavirus website, <a href="https://www.nhs.uk/conditions/coronavirus-covid-19/testing-for-coronavirus/">https://www.nhs.uk/conditions/coronavirus-covid-19/testing-for-coronavirus/</a></p> <p>Or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p> <p>All schools have a small number of home testing kits that they can give directly to parents/carers where they think providing one will significantly increase the likelihood of them being tested.</p> <p>Parents and staff must inform the school immediately of the results of a test:</p> <p>If someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating. If someone tests positive, they should follow the <a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance</a></p>		<p><a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection</a></p>			
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<p>Manage confirmed cases of coronavirus (COVID-19) amongst the school community</p>		<p>School will take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19)</p> <ol style="list-style-type: none"> <li>1. Contact the DFE and local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</li> <li>2. The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</li> <li>3. The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person when they were infectious.</li> <li>4. The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups.</li> <li>5. A letter will be provided to school, on the advice of the health protection team, to send to parents and staff if needed. School are not allowed to share the names or details of people with coronavirus (COVID-19) unless essential to protect others and we would ask parents to also respect the privacy of other families. We will not inform parents routinely when children are tested only when a positive test is received and the processes above have been followed.</li> </ol> <p>Government advice says, “Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.”</p> <p>9. Contain any outbreak by following local health protection team advice If schools have two or more confirmed cases within 10 days or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.</p> <p>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group.</p> <p>In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person’s class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</p> <p>Where individuals are self-isolating and are within our definition of vulnerable, it is we will keep in contact with them, offer pastoral support, and check they are able to access education support. Identified children are called weekly and records kept evidencing this.</p>					
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Finance

<p>Financial implications of the current school closure</p>	<p>Financial difficulties for the school leading to job reduction</p> <p>Job security for all staff</p>	<p>Decrease in staffing levels at school leading decrease in staff and job stability for all staff in school both teachers and TA</p>	<p>Financial planning is in place but this has been significantly impacted by the lack of private income and decreased pupil numbers.</p> <p>This will have an impact upon staffing across the school moving forward.</p> <p>School continue to receive their core funding allocations – as determined by the local authority for maintained schools</p> <p>For early year’s settings, the dedicated schools grant (DSG) continues to be paid by local authorities for provision of free entitlements.</p> <p>Where parents are accessing hours beyond the free entitlements they are eligible for, early year providers can now charge parents in the usual way.</p> <p>Schools will access funds for schools to cover specific additional costs as a result of the COVID-19 outbreak- explore when opened</p> <p>We will monitor financial impact with governors and finance officer to provide clear information on the difficult budget situation arising from the current situation of school closure and the long-term impact this have been have on jobs across the setting.</p>	<p>Low</p>	<p>Monitor and review position with governors</p>	<p>Low</p>	<p>Monitor and review procedure JC</p>	<p>1<sup>st</sup> June and then under review</p>
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All pupils, staff and volunteers are aware of all relevant policies and procedures including, but not limited to, the following:

Health and Safety Policy

All staff have regard to all relevant guidance and legislation including, but not limited to, the following:-

Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013

The Health Protection (Notification) Regulations 2010

Public Health England (PHE) (2017) ‘Health protection in schools and other childcare facilities’

DFE and PHE (2020) ‘COVID-19: guidance for educational settings’

The relevant staff receive any necessary training

The school keeps up-to-date with advice issued by, but not limited to, the following:-

DFE -NHS- Department of Health and Social Care-

All staff and volunteers are made aware of any infection control procedures and social distancing arrangements for when the school reopens

All pupils and parents are made aware of any infection control procedures and social distancing arrangements for when the school reopens.

The SMT conducts a review of all supplier arrangements to ensure they are appropriate for the school reopening to more pupils

## If more hazards are identified, please add more boxes

**D. Safe Systems of Work to be outlined below by using the information in Section C once completed:**

**All relevant staff must be made aware of the requirements of the safe system of work prior to the task being undertaken.**

Immediate isolation of anyone staff or children displaying symptoms of covid 19.

Refer employees, parents and children who are concerned about infection, using official and expert medical sources such as GOV.UK, the National Health Service and NHS 111 online coronavirus service. Track and trace services.

Keep up to date with quickly changing picture and advice.

Provide training for all staff, parents (via instructions in letter) and children (via first day lesson content).

Complete risk assessments for individuals where required so employees' health, safety and wellbeing is paramount (completed) and children's needs met (completed).

Work with employers, unions and the HSE to update and comply with safety measures identified (Completed RA).

Ensure staff understand pay and leave policies apply and how these will be implemented (Completed in health screen).

Implement an internal communication strategy so that employees are aware of measures being taken to manage the situation in our organisation (Diary)

Use effective hygiene protection measures to help prevent the infection's spread.(Cleaning arranged)

Manage absence and staffs own personal situations sensitively .(Completed - Health screening and agreements individual risk assessments for specific staff- signed in agreement)

Regularly review your contingency plan.

Ensure protection for workers and children, visitors and the wider community through implementation of measures identified.

Minimise exposed risks linked to COVID-19 risk by rigorous compliance with practices identified through risk assessments and advice

Provision of PPE ,equipment and materials required to comply with needs identified in the risk assessment.(purchased and in school LA PPE kit)

Staff training to be put in place on 8th March 2021..

Monitoring and review of all aspects of the risk assessment on implementation. Continued consultation with the workforce to establish impact and to adapt the risk assessment further when required.

Make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely) – (letter sent)

Advice sought from public health England and the LA if necessary.

Tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend.(letter sent)

Tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult-to-adult contact (for example, which entrance to use). .(letter sent)

Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful.(September 1<sup>st</sup> 2020meeting)

Communicate early with contractors and suppliers that have been need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers.(Completed)

Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this. (Completed)

Promote the resources available to support people's health and wellbeing. Organise engaging parents and children in education resources such as e-bug and PHE schools resources – teachers delegated.

#### E. Circulation List

Please list people who have been informed of the assessment.

NAME	DESIGNATION	SIGNATURE	DATE
All governors			
All staff			
All parents			