RISK ASSESSMENT AND ACTION PLAN

COVID19: Full opening school MARCH 2021

SCHOOL NAME:	Sacred Heart Catholic Primary School and Nursery
DATE:	24/02/21
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Approved by Governing Body:	Approved 25/02/21

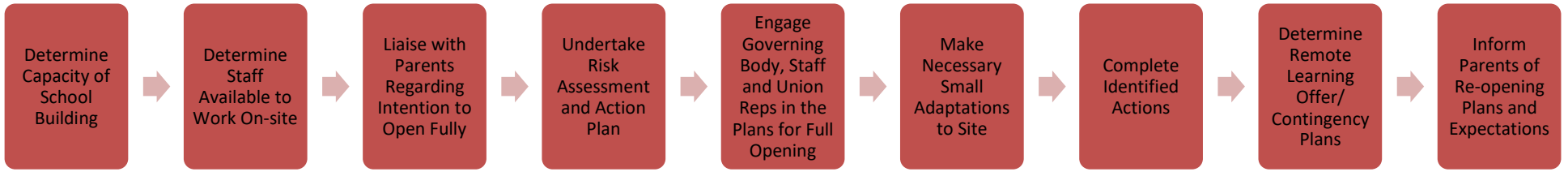
Purpose of this document:

This COVID19: Risk Assessment and Action Plan document sets out the decisions taken and measures put in place to prepare for the phased opening of the school to more pupils and ensure the school continues to operate in a safe way.

Existing policies and guidance continue to apply alongside the actions within this document, including but not limited to:

- Health and Safety Policy
- First Aid Policy
- Intimate Care Policy
- Child Protection Policy
- Behaviour Policy
- Administration of Medicine Policy
- DFE Guidance relating to COVID19

Steps of Re-opening Preparation:



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ISSUE	CONTROL MEASURES What will we do to make things safe?	Risk Level pre-action	ACTION REQUIRED/DECISION MADE What will we do to reduce any risks to a tolerable level? What procedures will we have?	Action completed Who? When by?	Risk Level post-action
Engagement	Risk assessment process fully engages staff, governing body and union representatives.				
Preparing buildings and facilities	**SCHOOL PREMISES** Premises and utilities to be health and safety checked and building to be compliant. Review arrangements for all building-related systems, following reduced occupancy arrangements., in particular: Water treatments Fire alarm testing Gas safety Repairs PAT testing Boiler/ heating servicing Internet services Any other statutory inspections Insurance covers reopening arrangements School kitchen equipment	M	Pre-term building checks to be undertaken to make the site safe. Flush the complete system for all hot and cold water systems and ensure the water system is safe before the buildings are reoccupied. Determine with the catering staff how left over frozen food should be dealt with and action as appropriate.	JW End Feb 2021	L
	RECEPTION OFFICE Office design to allow office-based staff to work safely and allow for adequate space between staff members. Consideration given to arrangements for any deliveries.	M	Work stations 2m apart, not facing each other. Signage on outside for visitors to stop and wait. No parents to enter to office. Queries dealt with via email/phone. Visitors/contractors on site by appointment only so relevant member of staff ready to greet them. Visitors/contractors supervised at all times while on-site. Signage on entry points for visitors to stop and wait for a member of staff. Office cover staff (AnM) to be allocated separate workspace and phone.	Office staff On-going, reviewed end Feb 2021	L

			FIRST AID ROOM – All soft furnishings to be removed Clear surfaces – to enable regular deep cleaning		
	SENCO OFFICE Office design to allow office-based staff to work safely. Ventilation to be considered.	M	SENCO office to be used for sole-working purposes only. Work stations to be positioned 2m apart, not facing each other. SENCO office door to be propped open, when room inhabited by more than one person. Safeguarding Administrator (AnM) to work from spare office area (old DHT room).	Feb 2021, then on-going	L
	STAFF ROOM Use of the staffroom should allow for social distancing and minimised contact between bubbles and adherence to protective measures	M	Entrance via corridor, exit via outside door (follow one-way system). One way system around room – anti-clockwise 2m queuing markers on floor. Staggered timetables so as few staff as possible using room at any one time. Occupancy time in staffroom – max. 30mins. Chairs 2m apart, not facing one another Keep surfaces, such as kitchen sides and tables, in communal areas clear to make cleaning easier Overflow area determined – outdoors, bay areas in Junior Link corridors. (Area must be cleaned by staff member after use.)	JW/LC End Feb 2021, then on-going	L
	HALL	M	Not used as a shared space for multiple bubbles (No assemblies) If hall used by 2 class groups (e.g. in the case of bad weather during PE/Dance lessons/lunchtime), area to be separated into 2 zones, with curtain in place as a protective barrier For PE/Dance, children enter hall near office and leave via outside doors. For lunchtime, children enter hall via designated door for their year group for lunchtime. Hall area cleaned during school day – during lunchtime by kitchen staff.	TJ/LuB Mar 2021, then on-going Catering staff Mar 2021	L

	PLAYGROUND	L	Playground divided to minimise mixing between groups Staggered break and lunch time Children go straight to their classrooms at beginning of the day Children informed of 2m social distancing rule (play games etc to help); staff on duty to encourage 2m distancing Lining up at end of break/lunch/fire drills on 2m markers	LC - timetabling Mar 2021, then on-going	L
	KITCHEN	M	Staff have workstations around kitchen One way system around kitchen – anti-clockwise PPE used when preparing/serving food	Kitchen staff On-going	L
	INTIMATE CARE/1ST AID	M	PPE provided (gloves, aprons, visors, mask) 1st aid room – only one child to use at a time	LaB On-going	L
	ENTRY / EXIT ROUTES Entry and exit routes to the school are in place, and signage required to allow social distancing are in place. Bottlenecks likely at entrance to school.	M	One way system in place to enter and exit the school. Signage in place. 2-meter markers are present on perimeter fencing to promote social distancing. All available gates to be in operation and signage in place – Vehicle gate, Reception gate, Atrium gate, Junior building gates (L & R)	LC/JM End Feb 2021, then on-going	L
	CLASSROOMS / HALL	M	Good ventilation to be maintained (for example, by opening windows/doors).	All staff On-going	L

Minimise contact with individuals that are unwell by ensuring that those who have coronavirus (COVID19) symptoms, or who have someone in their household who does, do not attend school	Ensure that pupils, staff and other adults do not come into school if they have coronavirus (COVID-19) symptoms or have tested positive in at least the last 10 days.	H	Communication completed with all stakeholders	JM/Lab/JW On-going	M
	Ensure anyone who develops coronavirus (COVID-19) symptoms during the school day is sent home. Approach to suspected case of COVID19 during school day in place: • Which staff member/s should be informed/ take action • Area established to be used if an individual is displaying symptoms during the school day and needs to be isolated • Cleaning procedure in place • Arrangements for informing parent / carer		All staff to be aware of the procedure that should be followed: • Pupil to be moved to isolation room, windows to be opened – EMPTY Y6 CLASSROOM • Classroom area around the person must be cleaned. Everyone must wash their hands thoroughly for 20 secs with soap and running water/use sanitiser. • Parent/carers to be contacted immediately • Tissues/paper towels provided for anyone showing symptoms to cover mouth • Staff to monitor pupil, whilst following PPE guidance • Separate, isolation toilet to be used, if necessary. Toilet to be cleaned and disinfected. • PPE to be stored in agreed location in isolation room • Isolation room to be cleaned after use • Any tissues/refuse from a person with suspected Covid-19 should be disposed of following guidelines (wearing gloves, <u>double bagged</u> and stored in designated secure area) • Pupil to exit building via exit door of Junior building and leave school site via Junior gate. • On departure, pupil/staff to be advised to follow guidance for households for possible or confirmed COVID-19, which sets out they should self-isolate for 10 days and should arrange to have a test GOV.UK: *Any members of staff or pupils who have been in close contact with the case do not need to go home to self-isolate unless they develop symptoms, or if they symptomatic person tests positive, or they have requested to do so by NHS Test and Trace.*		
	RESPONSE TO A SUSPECTED CASE OF COVID-19 OFF-SITE (where staff /pupils suspect COVID-19 symptoms are present)		Staff member / parents / carers advised to follow governmental guidance for households for possible or confirmed COVID-19, which sets out they should self-isolate for 10 days and should arrange to have a test Log of suspected cases to be maintained		

			Response determined and shared with staff		
	Process in place to engage with Test and Trace and contact tracing process	H	Refer to SBC and PHE guidance for more information.	JM On-going	M
Use of face coverings	Face coverings to be recommended the use of face coverings in situations where social distancing between adults is not possible		School to continue to promote Southend Borough Council's *School Gate Campaign* to promote greater levels of 2m distancing and an increase in face-coverings being worn at school drop-offs and pick-ups. On-going communications to parents/carers. Primary school children will not need to wear a face covering (GOV.uk). In primary schools and education settings teaching year 6 and below, there is no change to the existing position. It is not mandatory for staff and visitors to wear face coverings. In situations where social distancing between adults is not possible, we are following governmental guidance which recommends the use of face coverings for adults on site, for both staff and visitors. We are recommending that adults wear face coverings when: • moving around the premises, outside of classrooms • in communal areas such as the staffroom (face coverings can be removed when eating/drinking) • use of PPE is also recommended when it is not possible to meet 2-metre social distancing rules, e.g. comforting pupils if they are upset, supporting pupils with SEND, working in close proximity to pupils Face visors or shields should <u>not</u> be worn as an alternative to face coverings. Staff/visitors to be reminded of the safe wearing and removal of face coverings. Acknowledgement given to the fact that some individuals are exempt from wearing face coverings and we expect adults and pupils to be sensitive to those needs.	From Oct 2020, then on-going JM Mar 2021	

			Visitor Policy and Procedure updated in accordance with above.	VM Feb 2021	
	Process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them.	H	To be communicated clearly to pupils and staff: • Pupils/staff must be instructed not to touch the front of their face covering during use or when removing them. • Pupils/staff must sanitise their hands immediately on arrival (as is the case for all), dispose of temporary face coverings in a 'black bag' waste bin or place reusable face coverings in a sealable plastic bag they can take home with them. • Pupils must then wash their hands again.	JM/All Staff Sept 2020, then on-going	M
Robust hand hygiene	Building hand-washing routines into school timetable	H	Staff to wash/sanitise hands on arrival at school On arrival, pupils move straight to classroom, wash their hands and sit at allocated table and wait for rest of class to arrive/class to begin. Ensure children wash hands regularly and at least: • on arrival at school • on return from breaks (break and lunchtime) • when changing rooms (e.g. PE) • before eating • after eating • after toileting • after sneezing/coughing/runny nose Teach children how to wash hands correctly – following 20 second washing procedure Supervision of hand sanitiser use given risks around ingestion. Small children / pupils with complex needs should continue to be helped to clean their hands properly. Staff members who support these children should wash their hands more regularly than other staff.	JM / All staff On-going	M

	Building hand-washing routines into the school culture	H	Help ensure children understand the need to follow hand-washing routines.	JM / All staff On-going	M
	Building hand hygiene routines for school visitors	H	Visitors to the school to use hand sanitiser on arrival at school and departure Visitor Policy and Procedure to be reviewed and COVID-19 addendum to assure hand hygiene routines for visitors	VM End Aug 2020, then on-going	M
	Resourcing to support enhanced hygiene procedures to be implemented - handwashing cleaning	H	Determine whether the school has enough hand washing or hand sanitiser 'stations' so that all pupils and staff can clean their hands regularly. Hand sanitiser available in all rooms. Hand sanitiser stations to be mounted in each classroom. Use of paper towels rather than hand blowers	JW/LC/JoR End Feb 2021, then on-going	L
Robust respiratory hygiene	Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it'	H	Teach children hygiene rules – sneezing (tissues or elbows), coughing (tissues/elbows), runny nose, after sneezing/coughing, toileting, food, use of paper towels Tissues used to capture sneezes disposed of into bins (catch it, bin it, kill it) Water bottles to be refilled under adult supervision – adult to wear single-use disposable gloves - children to fill bottles at home and taken home to be washed every day Ensure sufficient resources/equipment for children/staff to 'bin it': • Tissues • Hand sanitiser • Bin • Cleaning resources (out of the reach of children) • Disposable gloves Pupils with complex needs, involving struggles to maintain good respiratory hygiene or use of saliva as a sensory stimulant should be considered within individual risk assessments.	All staff Mar 2021, then on-going JW End Aug 2020, then on-going VM End Feb 2021	L

Enhanced cleaning arrangements	Enhanced cleaning regime is in place in line with [COVID19: Cleaning in non healthcare settings guidance.]	H	Put in place cleaning regimes to make sure high-traffic, communal areas are kept clean – consider frequency, level of cleaning and who should be doing it Deep clean of school premises carried out before school opening to more pupils – premises staff Enhanced daily cleaning schedule implemented throughout the site: ● School cleaned thoroughly at beginning/middle/end of the day, especially the following: ○ children's work stations, children's chairs, kitchen counter ○ Touch surfaces cleaned throughout the day – toilets, taps, sinks, door handles, push bars, office, desks, chairs, light switches, bannisters, staffroom including fridge/dishwasher/photocopier (by cleaners, teaching/office staff) - more regularly than normal ○ shared areas that are used by different groups (i.e. phonics rooms, PE hall) ● Isolation room deep cleaned before used again Hand towels and hand-wash/soap are to be checked, by caretaker and cleaning staff, and replaced as needed. All sink areas to be checked (classrooms, toilets - inside and outdoor, staffroom, 1st aid room. Laminated check list in place to ensure that each sink area has been checked daily and stocks replenished) Bins (particularly those containing tissues) emptied throughout day	JM/LC/JW Review regimes by End Feb 2021, then on-going	L
	Capacity of cleaning staff is adequate to enable enhanced cleaning regime.	M	Capacity of cleaning staff is good. Caretaker to assume cleaning duties to cover staff absence.	JM/JW End Aug 2020, then on-going	L
	Adequate cleaning supplies and facilities around the school are in place.	M	Stock check and ordering schedule reviewed and order made. Cleaning kit to be located in staff room, office, all classrooms	On-going	L

	Arrangements for longer-term continual supplies are also in place.		(out of children's reach or locked in drawer/cupboard), hall (out of children's reach) Disposable tissues in each classroom to implement the 'catch it, bin it, kill it' approach Bins in classrooms – to be emptied 2xdaily		
	Waste disposal process in place for potentially contaminated waste.	H	Waste bags and containers - kept closed and stored separately from communal waste for 72 hours.	JW on-going	L
	Approach to cleaning practices required and the personal protective equipment (PPE) that should be worn determined and staff aware.	H	Staff training in place	JM Review Sept 2020, then on-going	M
Minimise contact between individuals	Minimise contacts and mixing between people to reduce the transmission of coronavirus (COVID19). *For younger children the emphasis will be on separating groups, and for older children it will be on distancing (they should be supported to maintain distance and not touch staff where possible).*	M	Maintain distinct groups or 'bubbles' to reduce the risk of transmission: • In Nursery and– class group sized bubble to be maintained • In Years Reception - 6 – class group sized for majority of classroom time but will mix into year group sized bubbles for specialist teaching (phonics / PE / Dance). This will be necessary to manage the practical logistics around the school (limited site capacity). Contact to be minimised between pupils.	JM/All staff Beg Mar 2021, then on-going	L
	Deployment of staff within and across bubbles	M	In order to provide a broad and balanced curriculum, it will be necessary for specialist teachers to work with pupils in different classes or year groups. PE/DANCE TEACHERS Specialist subject-specific teachers will move across classes and year groups to enable a full educational offer SUPPORT STAFF Appropriate support is to be made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.	JM/LC – staff deployment End Aug 2020, resumed beg Mar 2021	L

			ADMIN/OFFICE STAFF Movement / entry into bubbles to be limited and only when essential. Drop-off/collection zones at classroom doors. IT STAFF Movement / entry into bubble to be limited. IT technician support available during non-pupil time only. Drop-off/collection zones for IT equipment at classroom doors. *Where staff (particularly those outlined above) need to move between classes and year groups to, they keep their distance from pupils and other staff as much as possible, ideally 2m from other adults.*		
Minimise contact between individuals through minimising the use of shared resources	Guidance for full opening: schools (GOV.UK) *Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were removed from classrooms, and there was significant extra cleaning. That position has now changed for the autumn term,* ***because the prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education.***				
	CLASSROOM RESOURCES – INDIVIDUAL Individual or very frequently used equipment are not to be shared	M	For individual and very frequently used equipment, such as pencils and pens, pupils and staff to have their own items that are not shared. Each staff workstation has its own resource box (pencils, rulers, etc.) to avoid sharing of equipment. Stationery packs to be prepared and provided for pupils in Years 1-6 (i.e. pencils, pens, eraser, ruler, glue stick, scissors). Stationery resources in EYFS classrooms to be cleaned very frequently. External toilets in Junior building – toilet cubicles/sinks to be allocated to year group bubbles – signage in place. Pupils to be encouraged to use toilets before break/lunch play. Pupils to be encouraged to wash hands meticulously when using outdoor toilets.	Class teachers/ support staff End of Aug 2020 LC/JW End of Aug 2020 Class staff, Sept 2020, then on-going	L
	CLASSROOM RESOURCES – SHARED Classroom based resources, such as books and games, can be used and shared within the bubble – provided they are to be cleaned regularly	M	Shared resources to be cleaned regularly along with all frequently touched surfaces. Classroom organisation to be suitable for deep cleaning practices. Remove unnecessary items from classrooms, clear surfaces.	Class Teachers End of Aug 2020, then on-going	L

			Non-essential equipment or resources which are not easily washable or 'wipeable' to be removed. Soft toys, cushions, beanbags to be removed to classroom storage areas. Where required, carpet areas can stay in place - pupils to have designated spaces – with physical distancing between them. Soft furnishings to be removed from use in library. Class-based cleaning regime to be determined and followed. Exercise books can be collected in (this should be done during break-times, to minimise movement of individuals around a populated classroom). Rules on hand cleaning, cleaning of resources (and rotation, if necessary) should apply to these circumstances.		
	WHOLE-SCHOOL RESOURCES 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.	M	Approach for shared resources to be determined: <u>LUNCHTIME PLAY/GAMES RESOURCES</u> Quarantine boxes to be used for resource rotation <u>INFANT LIBRARY BOOKS</u> Rota to be determined for use of library Handling of books to be minimised Approach determined for pupils to return/take books from library: quarantine (72hr) boxes to be used for book rotation. <u>JUNIOR LIBRARY BOOKS</u> Rota to be determined for use of library Handling of books to be minimised Approach determined for pupils to return/take books from library: quarantine (72hr) boxes to be used for book rotation. <u>IT EQUIPMENT</u> Timetable for IT equipment to be determined. Equipment to be dropped off/collected from outside classroom door. IT Equipment to be disinfected by classroom staff before return.	TJ Sept 2020 LC Sept 2020 Class teachers/ support staff Sept 2020 JM/AS Sept 2020 LaB/PT Sept 2020 Class	L

			IWBs to be tested outside of school hours – IT Technician's entry into classrooms during non-pupil hours only. Cover staff (HLTAs / LSAs) to ensure that they have the necessary IT equipment and are confident in its use – IT Technician's support only available during non-pupil hours. <u>BREAKFAST CLUB</u> Quarantine boxes to be used for resource rotation <u>AFTER-SCHOOL CLUB</u> Quarantine boxes to be used for resource rotation <u>SPORTS/PE EQUIPMENT</u> Quarantine / cleaning procedure to be established aligned to weekly timetable Quarantine boxes to be used for resource rotation <u>ART RESOURCES</u> Cleaning/quarantine procedures to be followed <u>SCIENCE RESOURCES</u> Cleaning/quarantine procedures to be followed <u>FOOD TECH/D&T RESOURCES</u> Cleaning/quarantine procedures to be followed	Teachers/ Support staff Sept 2020 MH/LE/ AlM Sept 2020 TJ Sept 2020 TJ/LuB Sept 2020 Class Teachers On-going	
	OUTDOOR PLAY EQUIPMENT	M	EY Outdoor Area to be used by Nursery exclusively. Outdoor Adventure Area to be used by Reception Class exclusively (area divided into two separate areas). Outdoor learning to be timetabled; use of outside area next to classrooms to be utilised Water fountains <u>not</u> in use Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers.	JaB / JW Sept 2020, then on-going TJ / Class teachers Sept 2020	L

	RESOURCES TO BE TAKEN HOME FROM SCHOOL	M	PUPILS can take books and other shared resources home (GOV.UK Guidance for full opening: schools), where this contributes to pupil education and development (e.g. books for marking, preparation of resources). Rules on hand cleaning, cleaning of resources and rotation should apply to these circumstances). *Communication to parents/carers and pupils on rules on hand cleaning at home, and the processes that will be in place in school relating to cleaning/rotation of resources.* TEACHERS can take books and other shared resources home (GOV.UK Guidance for full opening: schools), where this contributes to pupil education and development (e.g. books for marking, preparation of resources). Rules on hand cleaning, cleaning of resources and rotation should apply to these circumstances). Marking and feedback processes to be completed on school premises where possible. Homework timetable to be determined that allows for quarantine/rotation or cleaning. Feedback to homework to be completed on school premises where possible. Book changing timetable to be determined that allows for quarantine/rotation or cleaning.	Class teachers Sept 2020 JM / Class teachers Sept 2020 JM / Class teachers Sept 2020	L
	RESOURCES FROM PUPILS' HOMES Pupils to limit the amount of equipment they bring into school each day to essentials.	H/M H/M H/M	Equipment coming into school to be limited to essentials • lunch boxes • hats • coats • books • bags • water bottles Storage areas to be determined for all items coming into school: cloakroom/locker area (Y6), lunchbox trolleys. Particular care is required for storage of water bottles (high risk of contamination). Quarantine boxes to be used to 'quarantine' returning items that contribute to pupil education and development (e.g.	JM / Class Teachers Sept 2020, then on-going Class teachers Sept 2020 Class teachers Sept 2020	M M M

			homework, reading books)		
	STAFFROOM	H	STAFFROOM Cups, plates, glasses, cutlery washed immediately after use or placed in dishwasher – used items must not be left in sink No communal food/items for sharing to be left in staff room	All staff Sept 2020, then on-going	M
School curriculum – subject specific guidance	Consideration has been given to what subject areas/activities are more difficult to undertake / not possible with social distancing in place Each learning activity should be risk assessed and should not be run unless the risks can be mitigated. Individual risk assessments to be carried out and documented where necessary. Particular consideration to be given to the following areas of the curriculum: • Music • PE – including no contact sport • Practical science lessons • Design and Technology • Food Technology	M	MUSIC • *DfE guidance recommends that "singing, chanting, playing wind or brass instruments or shouting" can increase the risk of infection.* • Music lessons to take place outside, if possible, with a distance between pupils. • Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles or assemblies unless significant space, strict social distancing (back-to-back or side-to-side 2metre positioning can be applied. • Use microphones (avoiding sharing) and disinfect between uses. Or encourage singing quietly. • Keep background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. PHYSICAL EDUCATION • Agree what learning is appropriate (including the relationship between face-to-face and remote education), for example, identify curriculum priorities, agree revised expectations and required adjustments in practical lessons, and any approaches to 'catch up' support. • Consideration to the impact on staff and pupils with protected characteristics, including race and disability, in the school approach. • Activities taking place in PE lessons and Physical activity sessions should be strictly non-contact and these conditions shared with the pupils. TEACHING AREAS: • Encourage outdoor PE and PA to support social distancing. • Pupils should work in their own zone which may be marked	Class Teachers/ Specialist staff On-going	L

			out, depending on allocated teaching space. • Pupils should work in consistent grouping (e.g. House groups). • PE should be taught outside, wherever possible, as this could be preferable to indoor PE. SOCIAL DISTANCING WITHIN LESSONS: • All lesson activity to adhere to the social distancing rules in place at the time of delivery. This means team games involving contact are currently not possible. However, practising specific techniques associated with team sports is permissible. • Wherever possible, each pupil to have their own zone which they can work in. PE CLOTHING: • Pupils to attend in their PE kit for the whole day on the day when they have a timetabled physical education lesson in order to limit or avoid the use of the changing areas. 'Back up' clothing for when the weather is poor to be reviewed, considered and determined. PE EQUIPMENT: • Equipment to be cleaned/quarantined after each use. • Planning to consider which equipment is easier to build into lessons and take into account the cleaning regime at the end of the sessions. • Hand washing routines will mean more equipment is available to pupils; however it is often easier to plan for and discourage the sharing of equipment to mitigate against virus transmission. WASHING HANDS / HAND SANITISER: • Opportunities for handwashing before and after the lesson must be planned for and available.		

			PRACTICAL SCIENCE LESSONS / DESIGN AND TECHNOLOGY / FOOD TECHNOLOGY Each learning activity should be risk assessed and measures put in place to mitigate risks in line with wider school control measures relating to sharing of resources, respiratory hygiene, cleaning, etc.		
Maintain social distancing measures within the classroom	Classrooms have been re/arranged to allow as much space between individuals as practical.	M	Desks in classrooms – enable staff to be 2m apart. Staff to maintain distance from pupils, staying at the front of the class, and away from their colleagues, where possible. (Ideally, maintaining 2m distance from children and colleagues) Moving unnecessary furniture out of classrooms, where possible, to make more space	Class teachers / support staff End Aug 2020, then on-going	L
	Reduce the amount of time people are face to face to lower the risk of transmission	M	Furniture arranged to minimise contact as much as possible e.g. desks side by side, facing front, where age appropriate Side-by-side desk arrangements in Years 2-6. 5 workstations set up within Nursery / Reception / Y1 classrooms. Y1 Pupils to be allocated into 'day groups' to minimise close-proximity contact to small 'in class' bubble groups. Pupils to be seated in 'facing front' (avoiding face to face) position, wherever possible. Adults to avoid face to face contact and minimise time spent within 1m of anyone.	Class teachers End Aug 2020, then on-going	L
Maintaining social distancing	Groups to be kept apart, meaning that large gatherings such as assemblies or collective worship with more than one group	H	Arrange for assemblies to take place with individual groups in their allocated classroom spaces rather than bringing children from different classes together into one hall or large space. Assemblies taking place remotely, using video conferencing.	JM / School Leaders Sept 2020, then on-going	L

measures elsewhere	Groups to be kept apart and movement around the site kept to a minimum.	H	Timetabling to ensure that groups are kept apart and movement around the school kept to a minimum. Classroom entry and exit routes have been determined. Classroom signage to be in place to indicate entry/exit routes (to enable one-way system to be followed)	LC End Aug 2020	L
	MOVEMENT AROUND SCHOOL BUILDING - PUPILS Avoid creating busy areas around the school – corridors. (While passing briefly in the corridor or playground is low risk.)	H	Timetabling to ensure that groups are kept apart and movement around the school kept to a minimum. Classroom entry and exit routes have been determined. Classroom signage to be in place to indicate entry/exit routes (to enable one-way system to be followed) One way system to be adhered to. Maintaining physical distance between people, particularly whilst inside	LC / Class Teachers End Aug 2020	L
	BREAKTIME AND LUNCHTIME Avoid creating busy areas around the school - staggered breaktimes and lunchtimes (and time for cleaning surfaces within the dining hall between groups).	H	Staggered break-time and lunchtime timetable in place. Routes to and from playground to be determined – to ensure pupil groups pass safely Pupils to walk in single file lines to and from the playground, using one-way system – expectation to be set and maintained by class teacher/LSA. Nursery pupils to continue to eat lunch in their classroom, with limited lunch menu on offer. Time to be allowed for deep-cleaning of surfaces in classroom. Pupils to remain seated at tables and be 'served' food. Lunch duties to be fulfilled by class support staff. From 8 Mar '21, hot school meal provision to be re-introduced from Years Reception - 6. Hot school meals to be provided on a bi-weekly rota basis. Hot school meals to be served in dining hall; cold packed school lunches to be served in classrooms in order to maintain minimal contact between bubbles. Time to be allowed for deep-cleaning of surfaces in dining hall. Pupils to remain seated at tables and be 'served' food.	Class Staff Sept 2020, then on-going JM / Catering staff Mar 2021	L

			Lunch duties to be fulfilled by class support staff and admin staff.		
	ARRIVAL AND DEPARTURE Avoid creating busy areas around the school – entrances and exits. (While passing briefly on the playground is low risk.)	M	Staggered start and finish times **(without reducing the amount of overall teaching time)**. All school gates to be in operation for arrival//departure to minimise crowding at school entrances. Use signage to guide parents/carers about where/when they should drop off and collect their children. Parents advised that only one parent should drop off and collect child. 2m queue markers and signage on perimeter fencing to promote physical distancing Start/finish times to avoid rush hour (if possible). 'Lining up' areas to be determined for class groups – in proximity to arrival/departure gates Parking Permit arrangement for Ilfracombe Car Park via SBC to be reviewed – to enable timeslot for free parking for parents to be extended to encompass extended staggered timespan. Communication to parents to remind them about: • the process for drop off and collection – necessary precision in timing to minimise crowding • avoiding gathering at the school gate • adherence with queuing system • non-entry onto the school site • use of parking permit system to minimise parking around school, which adds to congestion/crowding Process for removing face coverings in place – for when pupils and staff who use them arrive at school and communicate it clearly to them (see PPE section below).	JM/LC End Aug 2020	L

	MOVEMENT AROUND SCHOOL BUILDING – STAFF Set up staff shared spaces to help staff distance from each other.	M	Use of staff room to be minimised (although staff must have a break of a reasonable length during the day). PPA work stations to be determined. Organise the school into zones per year group bubbles, to reduce movement of staff and interaction between bubbles in corridors and communal spaces. Reduce the need for people to move around the site as far as possible. This is to reduce the potential spread of any contamination through touched surfaces Staff to avoid sharing work equipment by allocating it on personal use and/or put cleaning regimes in place to clean between each user Using empty spaces in the building for additional rest break areas where safe to do so Implementing 'drop zones' (pigeon holes) for passing materials between people	JM / LC /All staff Sept 2020, then on-going	L
Maintaining social distancing measures – special considerations	PUPILS WITH SEND Some pupils with SEND (whether with EHCP or on SEN support) will need specific support and preparation for changes to routine that social distancing measures will involve	H	SENCO to plan and guide class teachers on how to meet the individual needs of pupils	VM End July 2020	M
	Determine approaches that should be taken where it is not possible to meeting social distancing and identify other physical measures to separate people	M	Identify where it is not possible to meet social distancing rules and identify other physical measures to separate people/pupils: ● 1:1 intervention work - physical screens / splash barriers / visors to be used ● workers placed back-to-back or side-by-side, rather than face-to-face when working 'Cohorting' work teams so they consistently work together Use of PPE when not possible to meet social distancing rules, e.g. comforting pupils if they are upset, pupils with SEND	VM/LaB/LC End July 2020	L

	VISITORS Supply teachers, peripatetic teachers, temporary staff can move between schools – approach to be determined and guidance on physical distancing and hygiene is provided and explained to visitors on or before arrival.	M	All visits to the school are restricted to those that are absolutely necessary. Signage on entry points for visitors to stop and wait for a member of staff. Safeguarding Lead to determine and complete School Visitor Policy and Procedure – to include updated COVID19 addendum. Policy and Procedure to be shared with staff/visitors. Visitors should be advised to: • ensure they minimise contact with others • maintain as much distance as possible from other staff Site guidance on physical distancing and hygiene to be issued and explained to visitors on or before arrival. Visitors to use hand sanitiser on arrival and departure. Wider school hygiene measures to be adhered to; area to be cleaned after use. Check with the visitor any requirements their employer has specified/their risk assessment(s) before visit. Where visits can happen outside of school hours, they should. A record should be kept of all visitors. One-off visitors/contractors on site by appointment only so relevant member of staff ready to greet them. One-off visitors/contractors supervised at all times while on-site.	Nov 2020 VM End July 2020	L
	ALTERNATIVE PROVISION Where a child attends more than one setting on a part time basis, schools should work through a system of controls collaboratively.	H	Approach to be determined for pupils attending AP: • schools to determine a system of controls collaboratively • address any risks identified • establish a means of jointly delivering a broad and balanced curriculum for the child	VM End Aug 2020	M

	TRANSPORT Information shared with parents regarding pupils travelling to school, encouraging walking and avoiding public transport as much as possible.	M	Encourage parents, staff and pupils to walk or cycle to school if at all possible Encourage parents to consider their typical routes to school and potential alternatives Use of Ilfracombe Road Car Park Permits to be promoted – to encourage pupils to park and stride – to support staggered start/end times	JM July 2020, then on-going	L
Breaches to Social Distancing	Approach to potential breaches of social distancing in place, including in the case of repeat or deliberate breaches.	H/M	Handwashing and cleaning (if needed) Conversations with parents Risks assessments and individualised approach in place for students who might struggle to follow expectations social distancing plans communicated with parents, including approach to breaches. Behaviour Policy to document school approach and response to breaches of social distancing	VM July 2020, then on-going LaB July 2020	M
Keeping occupied spaces well ventilated	Ensure that occupied areas in the school are well ventilated and a comfortable teaching environment is maintained.	M	Ventilation to be achieved by: • natural ventilation – windows to be opened (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Internal doors to be open to assist with creating a throughput of air • natural ventilation – if necessary, external opening doors may also be used (as long as they are not fire doors and where safe to do so) To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures are also to be used: • opening high level windows in preference to low level to reduce draughts • increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused) • providing flexibility to allow additional, suitable indoor clothing – pupils to be allowed to wear additional layers (non-uniform items are permissible)	All staff Oct 2020, then on-going	L

			• rearranging furniture where possible to avoid direct drafts Heating to be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.		
PPE - Where necessary, wear appropriate personal protective equipment	Approach to the wearing of PPE to be determined and shared with all stakeholders.	H	GOV.UK guidance states: The majority of staff in primary education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including: • where an individual child becomes ill with coronavirus (COVID-19) symptoms while at school, and only if a distance of 2m cannot be maintained • where a child or young person already has routine intimate care needs that involves the use of PPE Approach to be determined on the use of PPE to prevent and control infection, including: • When PPE should be used • How PPE should be used • What type of PPE to use • How to source it Safe use of PPE to be understood. Guidance and training to be provided to staff Approach to be shared with parents	JM / LaB End Aug 2020, then on-going	L
	PPE supplies in place. Long term approach to obtaining adequate PPE supplies in place.	M	PPE supplies in stock for full re-opening. Long-term supply approach to be determined.	JM/ LaB / JW End Aug 2020, then on-going	L
Response to any infection	SCHOOL STAFF TO ENGAGE WITH NHS TEST AND TRACE PROCESS All school staff must ensure that they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team.	H	School leaders to ensure that they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team (details available on SLN, including flowchart of actions). School leaders to ensure that staff understand that they will need to be ready and willing to: • book a test if they are displaying symptoms (all children can	School Leaders Sept 2020, then on-going	M

			be tested – children aged 11 and under will need to be helped by parents/carers if they are using a home testing kit • staff/pupils must not come into school if they have symptoms, and must be sent home of self-isolate if they develop them in school • provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace • self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or some who tests positive for coronavirus (COVID-19) • inform the school immediately of the results of a test and take the necessary action dependant on a negative or positive result School leaders will ensure that they maintain an up-to-date understanding of the testing process and the range of routes that are locally accessible.		
	PARENTS/CARERS TO ENGAGE WITH NHS TEST AND TRACE PROCESS	H	School leaders to ensure that parents/carers understand that they will need to be ready and willing to: • book a test if they are displaying symptoms (all children can be tested – children aged 11 and under will need to be helped by parents/carers if they are using a home testing kit) • not come into school if they have symptoms, and must be sent home of self-isolate if they develop them in school • provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace • self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or some who tests positive for coronavirus (COVID-19) • inform the school immediately of the results of a test and take the necessary action dependant on a negative or positive result	School Leaders Sept 2020, then on-going	M
	Parents and staff to provide information of results of tests to the school	H	Information on test results should direct persons as follows: 1. If someone tests negative, if they feel well and no longer	School Leaders	M

			have symptoms, they can stop self-isolating. Other members of their household can stop self-isolating. 2. If someone tests positive, they should follow the guidance for households with possible or confirmed COVID-19 infection and must continue to self-isolate for at least 10 days from the onset of symptoms.	Sept 2020, then on-going	
Managing confirmed case of coronavirus (COVID-19) amongst the school community	School leaders to be aware of the swift action that must be taken of someone that has attended has tested positive for coronavirus (COVID-19).	H	Approach to managing a confirmed case of coronavirus (COVID-19) to be determined. Swift action to be taken as follows: • The advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority is to be accessed by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. Schools will be put through to a team of advisers who will inform them of what action is needed based on the latest public health advice. (The DfE helpline will be open Monday to Friday from 8am to 6pm, and 10am to 4pm on Saturdays and Sundays.) • The advice service 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. If, following triage, further expert advice is required the adviser will escalate the school's call to the PHE local health protection team. • The advice service (or PHE local health protection team if escalated) will work with schools to guide them through the actions they need to take. Based on their advice, 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. Close contact means: ○ face-to-face contact including being coughed on or having a face-to-face conversation within 1 metre ○ been within 1 metre for 1 minute or longer without face-to-face contact ○ been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day) ○ travelling in the same vehicle, like a car, with an infected person	School Leaders Sept 2020, then on-going	H

			• A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others. To support the risk assessment process, the school is to: • keep a record of pupils and staff in each group, any close contact that takes place between children and staff in different groups Actual or suspected cases are to be reported through the education settings status form.		
Containing any outbreak by following local health protection team advice	Work with local health protection team, where an outbreak is suspected	H	School leaders to understand when it is necessary to work with the local health protection team, where an outbreak is suspected: • if a school has two or more confirmed cases within 14 days • if a school has an overall rise in sickness absence where coronavirus (COVID-19) is suspected School leaders to understand the possible recommendations and additional actions that may be taken by the local health protection team, including: • sending home a larger number of pupils to self-isolate as a precautionary measure – a year group, key stage or whole site School leaders to understand the possible actions that may be taken by the local health protection team where an outbreak is confirmed, including: • a mobile testing unit may be dispatched to test others – those who may have been in contact with cases (the person's class, followed by their year group, then the whole school if necessary)	School Leaders Sept 2020, then on-going	M
Asymptomatic testing	**From 25th January 2021** SCHOOL STAFF TO ENGAGE WITH ASYMPTOMATIC TESTING FOR STAFF IN PRIMARY SCHOOLS	H	School leaders to encourage school staff engagement with rollout of Lateral Flow tests (LFT) to all primary-phase schools and nurseries, in order to test all staff and identify positive, but asymptomatic, cases of Covid-19.	LC from end Jan 2021	M

			School leaders to oversee testing of staff (who are attending the workplace and choose to take part) twice a week, self-administering the test at home before they come into work. School leaders to oversee the required process: • The school should set up a Test Kit log, identify a Covid-coordinator (LC), set up a collection process, update the risk assessment (e,g. testing procedure, non-reporting, poor update) • School receipts of the tests, recording the batch numbers, and setting up a Test Log. • Ensure that when staff members opt in, they read the key information and the privacy notice. • Individual collects their test kit pack and signs for it. • Staff member self-administers the test at home, before coming into work. • After 30 minutes they check the test result: o If negative – they can go to work and should inform the school of the test result o If positive – they must self-isolate for 10 days, inform Test and Trace, book a PCR test as a follow up and inform the school of the test result. o If void – they should take another test • The school should record the result for each member of staff. • The member of staff takes the next test 3-4 days later (but not if they are isolating at home). • Schools should re-order the next batch of tests for their staff about a week before they run out. • Test kit log – needs to include: name of school, name of person issuing the test, date of issue, lot number of test kit, confirm receipt of the new instructions for use, name of person using the test. • Individuals must report their results online to NHS Test and Trace using the Covid-19 rest results website or phoning 119. They must do this even if the result is negative or void. • Individuals must report their result to the school. Schools should manage their own, locally managed and separate register.		
	From 1st March 2021	M	School leaders to encourage extended school community –	JM	L

	HOUSEHOLD MEMBERS/SUPPORT BUBBLES/CHILDCARE BUBBLES OF SCHOOL STAFF AND PUPILS TO ENGAGE WITH ASYMPTOMATIC TESTING		household members and support bubble members – to engage with rollout of Lateral Flow tests (LFT) – being made available to extended contacts of school staff and pupils - to identify positive, but asymptomatic, cases of Covid-19. Publicise that , from 1 March 2021, members of a household, childcare bubble or support bubble of primary school pupils can access rapid lateral flow testing: • through your employer if they offer testing to employees • at a local test site • by collecting a home test kit from a test site • by ordering a home test kit online – free and easy to order Share details of the testing system can be found at the GOV.UK website, which can be found at this link. Share details of how testing kits can be ordered if families are unable to get to a local site, at the GOV.UK website, which can be found at this link. Communication to encourage participation of household members of primary school pupils – to support the safe return for pupils, and on-going safe and sustainable operation of the school.	Mar 2021	
Attendance	PUPILS Approach to promoting and supporting attendance for all pupils, including those who may be anxious, to be determined.	M	All pupils to be encouraged to attend school to minimise as far as possible the longer-term impact of the pandemic on children's education, wellbeing and wider development. Attendance officer (AHT) to re-establish usual rules on school attendance: • communicate clear and consistent expectations around school attendance to families throughout the summer ahead of the new school year • identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them (in particular, support for parents/carers where rates of persistent absence were high before closure, or have not engaged with school regularly during closure)	LaB Mar 2021, then on-going	L

			• discuss concerns of parents who are reluctant or anxious about returning to school and put the right support in place to address this • adherence of the school's responsibilities to record attendance • adherence of the school's responsibilities to follow up absence • use availability to issue sanctions, including fixed penalty notices in line with LA's codes of conduct • follow technical guidance for schools to record attendance and absence, including the data that will need to be returned to the Department of Education (guidance to follow) Attendance Policy to be further reviewed and updated.		
	PUPILS Approach for pupils who have been shielding determined	H	Attendance officer / SENCO to determine approach for supporting pupils who are shielding or self-isolating: • identify pupils who are unable to attend because they are complying with clinical and/or public health advice • advise parents/carers to discuss their child's care with their health professional before returning to school • offer (immediate) access to remote education • monitor pupil engagement with remote education Attendance officer / SENCO to consider the impact on pupils with protected characteristics, including race and disability Most children originally identified as clinically extremely vulnerable no longer need to follow original shielding advice. Communication to parents that should be advised to speak to their child's GP or specialist clinician to understand whether their child should still be classed as clinically extremely vulnerable. Those children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend education whilst the national restrictions are in place. Appropriate arrangements to enable them to continue their	LaB/VM End Feb 2021	M

			education at home to be in place (in line with school's Remote Home Learning offer).		
	STAFF Approach for staff who are clinically vulnerable determined	L	CV staff can continue to attend school (GOV.uk – Feb '21)		L
	PREGNANT WOMEN Approach for pregnant staff determined *Up to 28 weeks staff should attend work subject to individual medical advice to the contrary. Over 28 weeks or underlying health issues, while at no greater risk of contracting the virus, are at greater risk of being seriously ill if they contract the virus.*	H	The general risk assessment should mitigate relevant risks. Pregnant staff to complete individual risk assessment Pregnant women at over 28 weeks or with underlying health condition to be facilitated to work from home wherever possible.		L
	STAFF Approach for staff members who have been shielding determined	H	Clinically extremely vulnerable staff are advised not to attend the workplace (Jan-Mar '21) Necessary actions: • Identify those staff in the CEV group and discuss • Revisit Individual Risk Assessment and agree working arrangements that will be in place • Consideration to what the employee can do from home. Changes to be discussed and agreed with employee and review date set • Ensure employee has all necessary resources / equipment to be able to work from home • Ensure employee is included in work updates that they would otherwise be a part of if they were physically at work • Provide employee with details of sources of support • Follow up in writing with a summary of what was agreed and/or any action points/next steps CEV staff to continue to advise in advance of any extension or end date of shielding in line with changes or continuation of governmental guidance.	JM Feb '21	L
School	Staffing numbers required have been determined	M	Staffing must include at least one of the following:		L

workforce – permanent staff members	including support staff such as facilities, IT, lunchtime and office/admin staff.		Paediatric First aider (where children under 3yrs) Designated Safeguarding Lead (DSL) SENCO Caretaker/site member Office staff member		
	Staffing plan in place to ensure safe staffing levels, agreed established and monitored appropriate having assessed risks related to group sizes/ pupil needs/EY statutory ratio/ and the activities required.	L	Operation of on-site provision (and off-site remote contingency provision) must be consistent and manageable. The health status and availability of every member of staff is to be known and regularly updated so that deployment can be planned. Staffing levels will be reviewed on a daily basis, and longer-term staffing contingency planning will be reviewed on a weekly basis. Identified solutions to any workforce capacity issues are in place: • Using senior leadership capacity to cover groups if this is manageable. • Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. • Redeployment of staff, moving across different classes and other year groups with strict social distancing maintained (2m between adult and child where possible, minimising time spent within 1m) • Consider possible solutions with Local Authority and/or Assisi Trust to support staffing levels or support eligible children to access provision through another school (considering the guidance about consistent staffing across the week and maintaining pupil group bubbles). Where staffing capacity does not meet demand: • A blended model of home learning and attendance at school is utilised until staffing levels improve. This will be reviewed on a weekly basis. • To support children's early learning, where staffing capacity does not meet demand, the school will prioritise youngest groups of children as follows: Nursery, Reception, Year 1, then consecutive year groups upwards. The school will ensure that appropriate support is made available for pupils working remotely at home, including special consideration toward pupils considered to be vulnerable, for	JM / LC Mar 2021	L

			example by deploying teaching assistants and enabling staff to work with pupils in different classes or year groups.		
	Return to school procedures are clear for all staff	M	Staff meetings held week beginning 01 March ’21.	School Leaders Beg Mar ‘21	L
	VULNERABLE STAFF MEMBERS Risk assessments in place for those staff who were previously working from home due to shielding (clinically vulnerable and/or living with someone from these groups), and appropriate arrangements for mitigating risk are identified.	H	Individual Risk Assessments carried out on vulnerable staff members to determine measures that need to be put in place to ensure safety. Staff to maintain social distancing. People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace	JM July 2020 and on-going	M
	Engage all staff members to adhere to protective measures	M	Put in place monitoring and supervision to make sure people are following controls put in place, e.g .following hygiene procedures, washing hands, following one-way systems and social distancing measures Near-miss reporting encouraged to help identify where controls cannot be followed or people are not doing what they should. Staff maintaining distance from pupils and other staff as much as possible Staff to understand that neglect/refusal to comply with risk assessment protective measures will be dealt with as a disciplinary matter	JM / LaB / All staff Sept 2020, then on-going	L
	COVER ARRANGEMENTS – SICKNESS ABSENCE Plans to respond to increased sickness levels are in place.	M	Cover arrangements determined (including leaders and safeguarding designated leads) – on a weekly rather than daily basis to minimise contact Cover staff (HLTAs/School Leaders) within each zone to be determined PE staff cover – arrangements to be determined	LC End Feb, then on-going	L
	Support staff to be deployed to support catch-up provision or targeted intervention		Staff who are not teachers may be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher (under Education (Specified Work) (England) Regulations 2012 for maintained schools and non-maintained special schools and in accordance with the freedoms provided under the funding agreement for	LC/LaB/VM – to share expectation with staff	

			academies) to support catch-up provision or targeted intervention.		
	Consideration given to staff clothing expectations and information given to staff.	M	Spare set of clothes on-site for staff to change into - in the case of a suspected case of COVID19 within bubble	Staff Sept 2020, then on-going	L
	Consideration given to the options for redeployment of staff to support the effective working of the school. If redeployment is taking place, staff are aware of controls and processes in respect of tasks they are unfamiliar with.		Managers to discuss and agree any changes to staff roles with individuals.	JM July 2020, then on-going	
	Approach to staff absence reporting and recording in place.		All staff aware.		
	Approach to support wellbeing, mental health and resilience in place.	M	Mechanisms to support staff wellbeing – particular support may be needed for those who are particularly anxious about returning to school. Direct staff to additional information about the extra mental health support that the Department of Education is providing for both pupils and staff: https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers Direct staff to the free helpline for school staff and targeted support for mental health and wellbeing: https://www.educationsupport.org.uk/ Governing boards and school leaders should consider the mental health and wellbeing of staff (including school leaders themselves), and the need to implement flexible working practices in a way that promotes good work-life balance for teachers and leaders. Measures to check on staff wellbeing (including for leaders) to be determined and implemented – e.g. supervision	JM/LC/LaB/VM Sept 2020, then on-going JM / Governing Body Sept 2020, then on-going	L
	The approach for inducting new starters has been reviewed and updated in line with current	M	Induction procedure to be updated in accordance with COVID-19 protective measures	JM End Aug	L

	situation.			2020	
School workforce – NQTs	Schools to work flexibly to ensure this year's NQTs are supported as they start their teaching career.		NQTs to be supported by DfE materials based on early career framework reforms: https://www.gov.uk/government/collections/early-career-framework-reforms	JM / NQT mentors Sept 2020, then on-going	
School workforce – ITT trainees	Schools to work flexibly to ensure this year's ITT trainees are support and deployed appropriately		ITT trainee to be deployed as follows: • take responsibility, with the usual mentor oversight, for small groups of pupils within a bubble group • adapt resources for bubble groups, creating online learning materials, re-planning sequences of lessons or delivery catch-up lessons • engaged in wider professional activity – e.g. taking pupil/family needs • work in pairs to co-plan, co-teach and co-assess lessons with their mentors ITT trainees to be offered COVID-19 testing in the same way as other school staff are. They are expected to follow all control measures put in place by host schools.	JM/SOS Sept 2020, then on-going Jan '21	
School workforce – visiting specialists	Arrangements in place for any externally employed adults delivering learning in school e.g. Talking Tots, music tutors.	M	Temporary workers can move between schools. School to consider how to minimise the number of visitors to the school where possible. Individual practitioners are to comply with school's arrangements for managing and minimising risk, including particular care to maintain distance from other staff and pupils. Protocols and expectations to be shared. Consistent practitioner to attend across the academic year.	VM July 2020, then on-going	L
School workforce – volunteers	Arrangements in place for volunteers.	M	GOV.UK guidance: volunteers may be used to support the work of the school. Volunteers should be properly supported and given appropriate roles. Volunteer risk assessment process should continue to be followed (as set out in part 3 of KCSIE)	VM / JM Sept 2020, then on-going	L

			Mixing of volunteers across groups should be kept to a minimum. Volunteers must remain 2 metres from pupils and staff where possible.		
Recruitment	Recruitment to continue as usual, adhering to the legal requirements regarding pre-appointment checks. (See part 3 of the statutory guidance Keeping Children Safe in Education).	M	School to consider a flexible approach to interviews, with alternative options to face-to-face interviews offered where possible and appropriate. If recruiting remotely, employers to adequately advise candidates how to prepare for interviews. Where face-to-face meetings are necessary, the school's control measures must be shared in advance and make it clear to candidates that they must be followed.	JM / VM Feb 2021, then on-going	L
Extra-curricular provision – Breakfast Club	Approach in place for before/after school clubs that implements the necessary protective measures. *GOV.UK guidance: Schools are able to work with external coaches, clubs and organisations for curricular and extracurricular activities – if deemed safe.* Resumption of Breakfast Club, making provision work alongside wider protective measures	H	Parents to be advised that this wraparound provision should only be accessed for the following reason: • "the provision is necessary to support them to work, seek work, undertake education or training, attend a medical appointment or address a medical need or attend a support group" (DfE, Feb 21) Small consistent groups of pupils to be maintained: • Year group tables to be used • Pupils to stay at tables for the duration of club Activities/games box to be allocated to each year group table. Resources/boxes to be cleaned regularly. Resources/boxes to be rotated at the end of each week (allowing for 72-hour quarantine period over a weekend) Food preparation practice to comply with the guidance for food businesses on coronavirus (COVID-19): https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19 PPE masks to be donned during preparation of food. Gloves to be donned. Talking over preparation of food should be	JM/LaB/ MH/LE/ AlM Mar 2021, then on-going	M

			avoided. Pupils to wash their hands/use hand sanitiser on arrival before sitting at their table. Pupils to use designated toilet (Office area toilets) Pupils to be served food at their table, rather than moving to food preparation area. Breakfast Club staff to collect used crockery / cutlery from pupil tables, rather than pupils moving from table. Deep cleaning of dining hall/tables after use. ARRIVAL POINT: Junior Building Gate Session start times - 7:40 or 8:00 Wireless doorbell in place Preparation period – 7 – 11 September Start date – 14 September Staff deployment: PR, MH, LE Wider protective measures to be implemented – in particular, staff to maintain 2m social distancing		
Extra-curricular provision – After School Clubs	Approach in place for before/after school clubs that implements the necessary protective measures. *GOV.UK guidance: Schools are able to work with external coaches, clubs and organisations for curricular and extracurricular activities – if deemed safe.* Resumption of After-School Clubs, for key workers, making provision work alongside wider protective measures	H	AFTER-SCHOOL CLUB IN HALL Parents to be advised that this wraparound provision should only be accessed for the following reason: • "the provision is necessary to support them to work, seek work, undertake education or training, attend a medical appointment or address a medical need or attend a support group" (DfE, Feb 21) One whole-school club for eligible parents – with protective measures in place, including: • Pupils to stay with bubble class group at dismissal time, when rest of class dismissed, pupils to be accompanied to hall by classroom staff. • Small consistent groups of pupils to be maintained:	JM/LaB/TJ Mar 2021, then on-going	M

			○ Year group tables to be used ○ Pupils to stay at tables for the duration of club • Pupils to wash their hands/use hand sanitiser on arrival before sitting at their table. • Activities/games box to be allocated to each year group table. Resources/boxes to be cleaned regularly. Resources/boxes to be rotated at the end of each week (allowing for 72-hour quarantine period over a weekend) • Pupils to use designated toilet (Office area toilets) • Deep cleaning of dining hall/tables after use. • Contact sports should not take place. DEPARTURE POINT: Junior Building Gate Session end time: 4.30pm Preparation period – 7 – 11 September Start date – 14 September Staff deployment: TJ, JH and another Wider protective measures to be implemented – in particular, staff to maintain 2m social distancing *** Class-based after-school clubs to be introduced at autumn half-term – subject to review and risk assessment. Class staff to be surveyed on whether they would volunteer for weekly club to provide provision for all		
Out of school tuition provision	Approach in place for before/after school tuition provision that implements the necessary protective measures.	H	Protective measures in place, including: • Small consistent groups of pupils to be maintained: ○ Year grouping to be maintained ○ Pupils to stay at tables for the duration of session • Pupils to stay with bubble year group at dismissal time pupils to be accompanied tuition staff at all times • Pupils to wash their hands/use hand sanitiser on arrival at tuition session before sitting at their table. • Activities box to be allocated to tuition group. Resources/boxes to be cleaned regularly. If using shared resources, these are to be quarantined at the end of each week (allowing for 72-hour quarantine period over a	LaB/VM, then leading staff on-going Nov 2020 onwards, resumed Apr 2021	M

			weekend) • Pupils to use designated toilets for their year group • Deep cleaning of area after use DEPARTURE POINTS AND TIMES TO BE DETERMINED – staggered entry/exit approach to be maintained to avoid mixing of year groups Wider protective measures to be implemented – in particular, staff to maintain 2m social distancing		
Educational visits	Arrangements in place to ensure safety, including COVID-19 measures.	H	All educational visits are advised against at this time, therefore are not to take place.	JM / LC /Class Teachers Feb 2021	M
Catering	Arrangements in place to provide food to children on site, including the requirement of universal free school meals.	M	Kitchen to be fully open. School kitchen to comply with the guidance for food businesses on coronavirus (COVID-19): https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19 PPE masks to be donned during preparation of food. Talking over preparation of food should be avoided. Liaise with catering team. Plan full re-opening of kitchen to provide school meals for children. Food hygiene/PPE equipment provided	JM/JE/AMR /LE/GM End Aug 2020, then on-going	L
	Arrangements for when and where each group will take lunch (and snack time if necessary) are in place so that children do not mix with children from other groups.	H	From 8 Mar '21, re-introduction of hot school meal provision. Hot school meals to be provided on a bi-weekly rota basis for Years Reception - 6. Hot school meals to be served in dining hall; cold packed school lunches to be served in classrooms in order to maintain minimal contact between bubbles. Time to be allowed for deep-cleaning of surfaces in dining hall. Pupils to remain seated at tables and be 'served' food. Lunch duties to be fulfilled by class support staff and admin staff. Nursery to continue to eat lunch in classroom. Cold packed	LC – revised lunchtime rota Mar 2021	M

			school lunches to be served in classrooms in order to maintain minimal contact between bubbles and due to limited capacity in school dining hall. Time to be allowed for deep-cleaning of surfaces in classroom. Pupils to remain seated at tables and be 'served' food. Lunch duties to be fulfilled by class support staff.		
	Arrangements for School Fruit and Vegetable Scheme (SFVS) - for pupils aged 4-7 - in place so that the risk of contact is reduced.	H	The fruit/vegetable bags will be left for collection in the hall each morning. Class LSAs to collect for their class – before 9.00am (when P.E. starts and hall will be populated with pupils from other class bubbles). Fruit / veg to be washed before distribution (in line with SFVS fact-file). Fruit / veg to be 'handed' to pupils (staff to wash hands), rather than pupils 'helping themselves'.	Class Teachers Sept 2020	L
Safeguarding	Updated Child Protection Policy in place, to reflect the return of more pupils		Child Protection Policy to be in place – updates to include: ● EHCP/SEND/Behaviour risk assessment procedures ● Attendance ● Keeping in touch mechanisms to be determined – ○ approach to be taken; ○ frequency of contact; ○ means of contact; ○ how unsuccessful attempts of contact are to be followed up; ○ means of recording; ○ staffing Staff to be trained on new policy and associated procedures	VM End Aug 2020 VM Sept 2020	
	Management of new safeguarding and welfare concerns and referrals to children's social care and other agencies, and working together to actively look for signs of harm		Staff are prepared for supporting wellbeing of pupils and receiving any potential disclosures. DSL to provide support to staff to actively look for signs of harm and advice on action(s) to be taken. Staff refresher training session on processes and procedures	VM Sept 2020	

			and the revised wellbeing material.		
	Continued work with agencies		Communication with other agencies, such as children's social care, who will have continued virtual support to pupils who have not been in school Communication with school nurses, who will have continued virtual support to pupils who have not been in school	VM Sept 2020, then on-going	
	Consideration given to any child who may need support with their return to school and consultation has been undertaken with the family and other agencies involved.		Where appropriate, work with other agencies, such as Social Care, has been undertaken to support vulnerable children to return to school. Review risk assessments for children to identify any support or arrangements needed for their return to school. Consider children previously deemed to be safer at home and family are anxious about returning to school.	VM Mar 2021, then on-going	
EHCP / SEND Children	Compliance with SEND legislation to be secured	M	Consider any children who may need support with their return to school and consult with the family and other agencies involved. Including any support for children to understand the new rules i.e. social distancing	VM End Feb 2021, then on-going	L
			Approach to provision of the elements of the EHCP (including health/therapies) to be reviewed and shared with all stakeholders (parents, staff and pupils).		
			Annual review process to be considered and completed, where applicable.		
			Requests for assessment to be completed, where applicable.		
			Timely consultations over potential placements for September to be in place, including providing families with advice and information.		
	Consideration given to the safe use of physical contact in context of managing behaviour.		Identify children who may need additional support, and the use of physical contact in the context of managing behaviour. Individual children's risk assessment carried out, shared with staff and parents, and followed. Review dates to be established. Individual management plans, including protective measures, to be completed and shared with all stakeholders (staff, pupils and parents).	VM Feb 2021	

			Where physical contact is required in the context of managing behaviour, ensure appropriate hygiene/protective measures are in place to mitigate any risk of transmission. Use of PPE to considered and itemised on individual management plans. Where applicable, PPE to be available.		
	Deployment of support staff		Appropriate support is to be made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.	VM Mar 2021, then on-going	
Safeguarding /Pastoral - Pupil re-orientation	Approaches to supporting pupils' general return determined		Staff to provide: ● opportunities for children to talk about their experiences of the past few weeks ● support the re-building of friendships and social engagement ● opportunities for one-to-one conversations with trusted adults where this may be supportive ● some refocussed lessons on relevant topics, for example, mental wellbeing or staying safe ● pastoral activity, such as positive opportunities to renew and develop friendships and peer groups ● other enriching developmental activities This includes bringing together pupils who have remained in school during closure and those at home and celebrating non-academic achievements of pupils whilst at home/ during school closure. Approach to preparing pupils for a return to academic work and new social situations is developed and shared by all teaching staff.	Class Teachers Mar 2021, then on-going	
Remote education	If affected by the Remote Education Temporary Continuity Directions, the school is to be ready to provide remote education to pupils covered by the direction.		Where a class, group or small number of pupils needs to self-isolate or shield, should have access to remote education as soon as reasonably practicable, which is the next school day (where such pupils are not physically unwell). The remote education provided should be equivalent in length to the core teaching pupils would receive in school and should include recorded or live direct teaching time, as well as time for	LC / Class Teachers Mar 2021, then on-going	

			pupils to complete tasks and assignments independently. As a minimum, the school is to provide: Key Stage 1: 3 hours a day Key Stage 2: 4 hours a day Pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate Use assessment to ensure that teaching is responsive to pupils' needs and addresses any gaps in pupils' knowledge Solely digital provision would not be provided for younger pupils in KS1, or Reception, as this would require excessive levels of parental engagement SENCO to work with Class Teachers and families to deliver an ambitious curriculum for pupils with SEND that is appropriate for their level of need. Have systems in place for checking daily whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern	VM Jan 2021, then on-going LaB Jan 2021, then on-going	
INCLUSION	Consideration of the impact of COVID19 on families and whether any additional support may be required		Consideration to be given to possible disadvantage/hardship, including: ● Financial ● Increased FSM eligibility ● Referrals to social care and other support Particular consideration to be targeted at PP/ vulnerable groups/pupils attending AP	LaB End Aug 2020, then on-going VM End Aug 2020, then on-going	
	All pupils have access to technology and remote learning offer is available to be switched on as a contingency when needed.		A log to be maintained that identifies pupils in need of loan of school-owned laptops. System in place for laptops to be issued when remote contingency is needed. Provide printed resources, supplemented by other forms of	LaB Mar 2021	

			communication to keep pupils on track or answer questions about work.		
Behaviour Policy	Behaviour policy reviewed to reflect current circumstances		Update behaviour policies to reflect the new rules and routines necessary to reduce risk and communicate this to school staff, pupils and parents	LaB July 2020, then on-going	
Uniform	School uniform expectations and approaches to be re-implemented to contribute to the ethos of the school and set an appropriate tone.		School uniform expectations to be re-implemented: • GOV.UK guidance: uniforms do not need to be cleaned any more than usual nor do they need to be cleaned using methods which are different than normal • Consideration on how pupil non-compliance is to be managed. Consideration to be given to parents who may be experiencing financial pressures	JM July 2020	
Fire Safety	Fire safety procedures reviewed and updated	H	Evacuation routes are confirmed, and signage accurately reflects these. *NB In the event of emergency the priority is getting out of the building calmly regardless of social distancing.* Children and staff aware of fire exit /evacuation routes (practise with children) Group markers on playground to line up at Paper/laminated group registers to be available in each classroom and kept in classroom until taken outside if fire alarm is activated Fire doors closed after fire alarm activation Fire drill to be completed, following social distancing as appropriate.	LC / JW Feb 2021, then on-going	L
Medical needs	Relevant policies reviewed and updated	H	Parents/carers contacted following review of care plans – does any medication need to be administered within school time or can it be done before or after school? Oral medicines e.g. pills/liquids Topical medicines e.g. cream Medicine boxes located in rooms where children have been relocated Ensure specialist trained staff for medical treatment available **Reopening to all pupils – from 8 March 2021** • Medical care plans to be reviewed, where relevant, and risk assessment to be completed – to be shared with	LaB July 2020 LaB Feb 2021	L

			parents/staff • Class medical boxes to be re-distributed to relevant classroom(s)		
Policy review	Relevant policies and procedures reviewed and updated	H	Relevant policies updated with a Covid-19 annexe, shared with staff and followed: Medical Needs Intimate Care 1st Aid Behaviour	July 2020: LaB JaB LaB LaB	L
Communication to all stakeholders	Information shared with staff around the re-opening plan, returning to site, amendments to usual working patterns/practices and groups.	H	Discussion with staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful.	School leaders *Staff Briefings week beginning 01/03/21*	L
	Governors consulted on full opening plans		Consult with CoG week beginning 01/03/21	JM End Feb 2021	
	Union representatives consulted on full opening plans				
	Risk Assessment published on website (where more than 50 staff)		Risk Assessment reviewed in line with *School coronavirus (COVID-19) operational guidance* (DfE, Feb 2021)	JM/LC Feb 2021	
	Communications with parents: ● Plans for full opening ● Staggered start and end times ● Social distancing plan ● Support and acknowledgement to parents of home learning ● Uniform ● Test and Trace ● Expectations when in school and at home (if self-isolation is necessary) ● Attendance ● Behaviour		Letter issued to parents	JM End Feb 2021 LaB Mar 2021	

	• Wellbeing / pastoral support			VM Mar 2021	
	Pupil communications around: • Social distancing arrangements • Staggered start times • Expectations when in school and at home (if self-isolation is necessary) • Travelling to and from school safely			Class teachers Mar 2021	
	On-going regular communication plans determined to ensure parents are kept well-informed		*Letters, website updates, social media*	JM on-going	
School events (including trips)	The school's annual calendar of events reviewed and decisions made on cancelling or going ahead with events in the immediate term, including school trips.			JM / LC End Feb 2021	

Finance	Additional costs incurred due to COVID19 are understood and clearly documented.		Additional costs incurred understood:
			• PPE
			• Adaptations to site – additional cloakroom area installed in Reception classroom
			• Replacement of old classroom furniture – highly scratched plastic chairs which are difficult to clean
			• Replacement of EY classroom furniture – scratched/damaged which are difficult to clean
			• Additional outdoor EY resources:
			  ○ additional outdoor area required to minimise sharing of outdoor area across more than one year groups
			  ○ additional EY resources to facilitate good transitional arrangements for pupils moving from Reception to Year 1, necessary due to loss of EY educational phase
				JM
				End Aug, then on-going	

	Claims submitted for reimbursement for example, increased premises related costs; additional cleaning; support for FSM		N/A		

	Any loss of income is understood, including the impact of lettings and the financial implications of possibly not restarting.		• Restarting of Breakfast clubs as soon as possible – to minimise loss of income • Restarting of After-school clubs as soon as possible – to minimise loss of income • Promotion of school lunches, re-introduction of hot meals as soon as possible	JM Sept 2020, resume Mar 2021	
	Insurance claims, including visits/trips booked previously.				
Governance	Governors to be consulted on full opening plans		Governing body meeting for consultation – end Feb 2021	JM End Feb 2021, then on-going	
	Governors are clear on their role in the planning and full opening of the school, including support to leaders. Approach to communication between Leaders and governing committee is clear and understood.		Role of Portfolio Holder requires development Governing boards should consider the mental health and wellbeing of staff (including school leaders), and the need to implement flexible working practices in a way that promotes good work-life balance for teachers and leaders.	LGC Sept 2020	