

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom
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Risk Assessment for full re-opening from 8th March 2021

Government guidance states that all pupils, in all year groups, will return to school full-time from Monday 8th March 2021, following the lockdown that commenced on 5th January 2021. The risk assessment used prior to 5th January is reinstated, as all criteria stays the same.

This risk assessment is to be used by both mainstream and alternative provision.

In addition to this schools are expected to also plan for the possibility of a local lockdown and how to ensure continuity of education.

The way the guidance will be implemented will be for schools to decide based on the school's individual circumstances. There are some essential public health requirements, these will be indicated by '**MUST**' do.

There is an expectation that schools work closely with parents, staff and unions when agreeing the best approaches for their circumstances.

Schools **must** comply with health and safety law, which requires them to assess risks and put in place proportionate control measures.

Schools should thoroughly review existing health and safety risk assessments.

<https://www.hse.gov.uk/coronavirus/working-safely/index.htm>

Risk Assessments and Plans			
Theme/key actions/measures/mitigations		Action and Risk measure (low, medium high)	By whom/when
1. Schools must Review and update existing risk assessments to consider additional risks and control measures		All current risk assessments will be cross-referred and updated accordingly to this risk assessment to ensure that all additional risks and control measures have been considered.	CH/31 st August 2020
2. Schools have a legal obligation to protect their employees and others from harm and should continue to assess	Employers have a legal duty to consult their employees on health and safety in good time. It also makes good sense to involve pupils (where applicable) and parents in	This risk assessment will be available to all staff to read and digest by 22 nd July, and they will be given a month to do so. They will be asked to acknowledge that they have read the risk	All staff by 24 th August 2020

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health and safety risk and consider how to meet equality duties in the usual way	discussions around health and safety decisions to help them understand the reasons for the measures being put in place.	assessment before 1 st September, as it is mandatory for all staff to have done so before children return to school on 1 st September. Having had around a quarter of our total cohort in school since 1 st June (and keyworker/EHCP children in since the beginning of lockdown) we have seen how children respond well to the new safety measures that were put in place	
3. Action plan for an eventuality of a local lockdown, include how to ensure continuity of education		<p>We are currently researching how we can ensure continuity of education in the event of a local lockdown. We are liaising with one of our main software program producers to see if we can easily link parents, children and staff to an ongoing home learning platform that would make home learning a simpler and more effective process.</p> <p>Update: LPS sent out email to parents 10th September detailing our remote learning plan, using Purple Mash as a software base.</p> <p>Further update: 2/11/20 – TD day learning how to use new remote learning platform, Seesaw.</p>	CS / 30 th September 2020
4. Schools should share the results of their risk assessment with their workforce	If possible, they should consider publishing it on their website to provide transparency of approach to parents, carers and pupils (HSE would expect all employers with over 50 staff to do so).	Once the risk assessment has been ratified by governors, it will be published on our school website and parents will be advised of this.	By end of July 2020

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<p>5. It is important that employers know how effective their risk controls are.</p>	<p>They should monitor and review the preventive and protective measures regularly, to ensure the measures are working, and taking action to address any shortfalls.</p>	<p>The risk assessment is a working document that will be amended as preventative and protective measures are reviewed constantly, to ensure that best practice and adherence to any new guidance received from the DfE is followed at all times.</p> <p>As part of our protective measures, we are offering all staff a reimbursement of the cost of the seasonal flu vaccine this year.</p> <p>All adults age 50 to 64 to be offered free flu vaccine, as announced by government 24th July 2020.</p> <p>Changes made to: Face coverings Parents on the playground Visitors in school</p>	<p>All staff, 1st review – 19th August. 2nd review - 12th October, 3rd review – 3rd November</p>
<p>6. Minimise contact with individuals who are unwell particularly those that are displaying symptoms of COVID-19 or who has someone in their household who does, by ensuring these people do not attend school</p> <p>This must be in place all of the time</p>		<p>Parents have been informed of the importance of <u>not</u> sending their child to school if the child has symptoms compatible with COVID-19, or if someone if their household does.</p> <p>They will continue to be reminded of this essential procedure in communications from school in the future.</p> <p>Parents and staff have been informed of the vital importance of complying fully with the NHS Test and Trace scheme currently running, if they find themselves in this position.</p>	<p>Whole school community, ongoing</p>

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Minimise COVID-19 risks			
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7. Minimise contact between individuals and maintain social distancing where possible	a. Avoid contact between groups	<p>All classes are being split in to year group ‘bubbles’, as it has been assessed and deemed impossible to safely separate all 16 classes within the school successfully.</p> <p>Operating as a year group bubble, we will be able to put procedures in place to minimise contact between year groups.</p> <p>It is recognised that the youngest children (EYFS and KS1) will not be able to socially distance at all, and that children in KS2 will struggle to, particularly as all children will be back in school. But year group ‘bubbles’ will be kept separate from other bubbles where possible.</p> <p>There will be a Clear Desk policy across the school – piles of paperwork must be kept to a minimum or preferably filed away in cupboards.</p>	From 1/9/20
	b. Avoid large groups, for example assemblies	There will be no assemblies held in the Halls. All assemblies will be done via Microsoft Teams. There will be no other gatherings of groups larger than one year group.	
	c. When timetabling groups should be kept apart, movement around the school site should be kept to a minimum, avoid creating busy corridors and exits	An action plan has been produced to this effect. It details the start and finish times, the break and lunchtimes, the playgrounds to be used, the halls to be used and the entrance and exit points to be used.	

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	<p>d. Staggered starts and finish times – without reducing the amount of overall teaching time. In addition drop off and collection by parents (consider impact on transport)</p>	<p>Children will not be moving around the school without adult supervision, to avoid crowding in busy corridors.</p> <p>There are two separate drop-off and pick-up times: 08:35 – 15:05 (13:25 on Fridays), and 08:50 – 15:15 (13:35 on Fridays) which have been allocated to different phases. It has been carefully devised so that different year groups enter and leave from different entrance points around the site, to minimise parental contact, whilst trying to make it as simple for parents to follow and also collect their children of different ages, if applicable.</p> <p>Parents can only access the school building by appointment – they are encouraged to phone or email admin@lethbridgeprimary.co.uk if they have any queries.</p> <p>Parents are responsible for ensuring that they and their children are socially distancing on their journey to school and whilst waiting in and around the site to drop off or collect their children.</p> <p>If heavy rain, children will be invited in to school early if their sibling is being dropped at 08:35, to save them waiting 15 minutes in the rain.</p> <p>Parents recommended to wear face coverings when dropping off and picking up children.</p>

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<p>Staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable</p>	<p>e. Staggered break and lunch times if appropriate</p>	<p>There are three separate break times: 10:10 – 10:25, 10:25 – 10:40 and 10:30 – 10:45 so that children are able to continue to enjoy a 15-minute break in the morning whilst being separated from other year groups. Playgrounds will continue to be split in two as they are now, so that 2 year groups can play outside simultaneously without mixing with each other.</p> <p>Lunchtimes have been carefully rostered so that both halls are being used between 12:00 and 13:00. All children will eat in the halls, but will be kept in for the duration of the sitting (25 minutes) and then lead out to play outside whilst the next year group(s) are brought in.</p> <p>KS1 and EYFS will liaise amongst themselves regarding the timings of afternoon plays to ensure no mixing of year groups occurs.</p> <p>All classes must be lead out to play, or to the dinner hall, by an adult at all times. And they must be escorted in from breaks and lunchtimes by an adult also. This is to help ensure no mixing of children within bubbles.</p>	
	<p>f. Additional time allowed to thoroughly clean in between lunch sittings</p>	<p>There will be a 5-minute gap between phases to facilitate cleaning of tables and benches between sittings.</p>	
	<p>g. Staff rooms – set up and use to help staff distance from each other. Use of staff rooms should be minimised</p>	<p>There will be five ‘staff rooms’ in use from 1st September. The current main staff room will be used by KS1 and admin staff based on the ground floor. EYFS have their own kitchen area already. The main office/deputy and head offices will use the main office area. LKS2 staff will use the Group</p>	

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<p>For younger children the emphasis will be on separating groups and older children it will be on distancing. For children old enough they should also be supported to maintain distance and not touch staff where possible.</p>		<p>Room. UKS2 staff will use the Rainbow Room/ICT suite.</p> <p>The dishwasher will not be used – staff need to bring in their own crockery and cutlery and take home every day, as is current practice.</p> <p>Staff reminded to keep their distance from each other, to ventilate rooms well and to wear masks if possible</p>	
	<p>h. Update communication to staff, pupils, parents and visitors</p>	<p>Visitors will be given clear guidance when entering the building as regards social distancing and hygiene practices. Risk assessment specifically for visitors is available for all visitors to read and adhere to. Masks, gloves and aprons will be available for use if deemed appropriate and if visitors do not have their own. Contractors will be supervised at all times by the site manager, as per current procedure. All visitors will be by appointment only. Parents will only be able to access the school building by appointment. There will be regular emails to disseminate any new guidance to staff, and emails sent as necessary.</p> <p>Visitors to be kept to an absolute minimum. SEN professionals working with children will be allowed in – other adults on agreement with Lisa.</p>	
	<p>i. Visitors to sites, including parents with appointment only</p>	<p>As point 7h.</p>	

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<p>It is recognised that younger children will not be able to maintain social distancing and it is acceptable for them not to distance within their group</p> <p>It will not be possible when working with many pupils who have complex needs or who need close contact, these pupils educational and care support should be provided as normal.</p>	<p>j. Group children together in separate 'bubbles' and maintain distance between individuals,</p>	<p>As previously described</p> <p>During interventions, children should be sat at tables that face forward where possible, rather than round a group of tables.</p> <p>Staff will escort children to and from the playground at the beginning and end of the day, and for breaks and lunchtimes outside.</p>	
	<p>k. Maintain consistent groups</p>	<p>As previously described</p> <p>Staff will be able to 'cross bubbles' as necessary to deliver a full and balanced curriculum and maintain normal practice, e.g. covering PPA. This is consistently done, i.e. the same staff cover PPA, for example, in the same bubbles, so staff mixing across bubbles is as minimal as possible.</p>	
	<p>l. Groups are kept apart from each other</p>	<p>As previously described</p>	
	<p>m. Older children are encouraged to keep their distance within groups</p>	<p>Due to the size of classrooms, it is impossible to keep years 5 and 6 apart during classroom time. They will be told to keep their distance during outside play where possible.</p>	
	<p>Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual</p>	<p>n. Where possible: limit interaction, sharing of rooms and social spaces</p>	

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	<p>o. It is recommended that pupils limit the amount of equipment they bring into school each day to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed</p>	<p>This guidance has been imparted to parents, though we have added that there should be no need for mobile phones (year 6) during the first week back as we are asking parents to accompany their child(ren) to and from school so as to help ensure social distancing. Children will be supplied with essential stationery equipment in separate bags. Lunch boxes should be plastic so easily cleaned. All children must bring in labelled water bottles as we will not be supplying cups.</p>	
	<p>p. Arrange classrooms with forward facing desks</p>	<p>This has been actioned. Some classrooms, especially in LKS2, have had to remove storage furniture to accommodate all tables facing forwards.</p>	
	<p>q. Seat children side by side facing forwards Move unnecessary furniture to make space if needed Clean classrooms between use if used by different groups</p>	<p>As point 7p. No classroom is used between different bubbles, so additional cleaning other than what is planned already is required (see later point re cleaning).</p>	
	<p>r. Staff will ideally keep their distance from pupils and staff as much as they can, ideally 2 metres from other adults and children. Staff will avoid close face to face contact and minimise time spent within 1 metre of anyone</p>	<p>Teaching staff will attempt to keep their distance from pupils where possible, whilst understanding that in a primary school environment, particularly with younger children in KS1 and EYFS, plus certain EHCP children with particular needs (one-to-one TA), coupled with the size of existing classrooms, it is impossible to maintain a 2 metre distance at all times. Teaching staff will attempt to keep 1 metre distance from children where possible, or keep closer working time to less than 15 minutes.</p>	

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		<p>Admin and other staff will keep 2 metres distance from each other where possible. All staff will keep 2 metres distance from other staff at all times, except in an emergency situation (e.g. a member of staff needs first aid). Staff meetings will not be held in the main staff room, but will be held either on Microsoft Teams or in the New Hall with socially distanced seating.</p> <p>Staff reminded to keep their distance in staff rooms and to wear face coverings if possible. Face coverings to be worn by all staff in communal areas, including corridors, halls and meeting rooms.</p>	
	<p>s. Contact should be minimised as much as possible</p>	<p>As point 7r.</p>	
	<p>t. Visits will be arranged outside of schools hours where appropriate</p>	<p>Where possible, contractors needed to do essential maintenance work will be asked to attend either before 08:30 or after 15:30 (13:45 on a Friday) when children are not in the building.</p>	
	<p>u. Guidance on physical distancing and hygiene is explained to visitors on or before arrival</p>	<p>As point 7h.</p>	
	<p>v. A record of all visitors is kept</p>	<p>As per current procedure, a record of all visitors will be kept. Reception staff will ensure that sufficient details are kept so that, if necessary, contact details could be shared with NHS Test and Trace, i.e. mobile phone numbers.</p> <p>For visitors who must visit during the school day in order to work with children, e.g. therapists, clinicians for SEND children, etc., their risk</p>	<p>EC Office staff</p>

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		assessment and health and safety procedures will be discussed prior to arrival to ensure maximum safety for all people involved in the interaction.	
Cleanliness/handwashing/cleaning			
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<p>8. Clean hands thoroughly more often than usual - children</p>	<p>Process, availability of hygiene stations, resources including skin friendly wipes, supervision for younger children in regard to ingestion and assistance, built into behaviour standards, routines and assisting those children with complex needs understand the need to follow handwashing instructions etc.</p> <p>On arrival: (safe removal, storage and disposal of face coverings if used and cleaning of hands, pupils must be instructed not to touch the front of their face covering during use of wen removing them. They must wash their hands immediately on arrival, dispose of temporary face coverings in a covered bin or place reusable face coverings n a plastic bag they can take home with them, and then wash their hands again before heading to the classroom)</p> <p>On return from breaks:</p> <p>On a change of room:</p>	<p>Each classroom already has a sink with handwashing facilities.</p> <p>All children and staff will wash their hands every day:</p> <ul style="list-style-type: none"> • On arrival at school • Before breaktime • Before lunchtime <p>All children will use hand sanitiser every day:</p> <ul style="list-style-type: none"> • On return from break time • On return from lunchtime • Before leaving school at the end of the day <p>Because year 5 and 6 ‘set’ for mathematics, this will be integrated as part of the normal school day as they will wash hands after maths and before break.</p> <p>Tables will be cleaned during break after setting for maths.</p> <p>If teachers choose to implement the washing of hands rather than using hand sanitisers, they can.</p> <p>The above ‘3 times handwashing and 3 times hand sanitising’ is a minimum requirement throughout a school day.</p>	<p>Ongoing, all adults and children</p>

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	<p>Before and after eating:</p> <p>Other:</p>	<p>All children will be supervised during handwashing and particularly during hand sanitising, due to the risk of hand sanitiser or soap getting in eyes.</p> <p>On arrival at school for children wearing face masks: the teacher will lead the class in from the playground and the TA will bring up the rear of the line, where any child wearing a mask will be asked to be, so that on entering the school, the TA can supervise the safe removal of the mask in to a bin kept by the external door can be actioned.</p> <p>All children will wash their hands as soon as they have stowed their coats and bags away and entered the classroom.</p> <p>Children who have particularly sensitive skin or who have a skin condition such as psoriasis, dermatitis or eczema can bring in their own handwash/hand creams from home - parents just need to contact teachers to advise them of this and send the product in on a daily basis.</p>	
<p>9. Clean hands thoroughly more often than usual –staff and visitors</p>	<p>Process, availability of hygiene stations, resources, built into behaviour standards and communication etc.</p> <p>On arrival:</p> <p>On return from breaks:</p> <p>On a change of room:</p> <p>Before and after eating:</p>	<p>All staff will wash or sanitise their hands at least as regularly as the children and more often as they deem suitable.</p> <p>Staff will be supplied with a portable, refillable bottle to keep hand sanitiser in. It can be refilled, and can hang from lanyard or belt loop.</p> <p>It will be particularly important to hand wash or sanitise after working with a child or group of children at a different table, or after handling books (e.g. after marking or handing out books/resources).</p>	



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	Other:	All visitors will need to hand sanitise on entry to the school building, and before they depart.
10. Ensure good respiratory hygiene by promoting 'catch it, bin it, kill it'	Description, resources, etc.	<p>All classrooms, toilets and additional work rooms/offices have lidded bins.</p> <p>Signs to promote 'catch it, bin it, kill it' will remain in place around the school to help children remember.</p> <p>If a child coughs or sneezes, they will additionally be asked to wash their hands, after using a tissue or their inner elbow to catch the sneeze or cough, if they don't have time to get to a tissue.</p> <p>All classrooms have boxes of tissues available for use.</p> <p>Recycling bins: these can be placed by photocopiers and in offices – anywhere where adults operate, as adults can differentiate between paper to be recycled and paper towels or tissues to be binned and removed.</p> <p>Some children may have reusable face masks which will need to be stored in a plastic bag and put in the child's school bag. If disposable, face masks to be placed in nearest lidded bins before through hand washing.</p>
Some children with complex needs will struggle to maintain good respiratory hygiene, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them, and is not a	Individual risk assessments and support plans updated	<p>In conjunction with our SENCo, children with complex needs will have an individual risk assessment written.</p> <p>Certain children with EHCPs may have a phased return to school in September – the SENCo will assess the individual needs of the child and discuss</p>
		By 1 st September, or before entry to school for EYFS children / EC
		KL, site manager, ongoing.

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<p>reason to deny these pupils a face to face education</p> <p>11. Where necessary wear appropriate PPE PPE is only needed in a small number of cases: Where an individual child or young person becomes ill with COVID-19 symptoms while in school and only then if a distance of 2 metres cannot be maintained Where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used</p>		<p>with parents what the best thing for the child will be.</p> <p>As all staff know, PPE is available for use currently: face masks, face shields, aprons and vinyl gloves. Staff may wear PPE when working with children if they so feel they need to, but it is not expected or mandatory. Staff, however, MUST wear full PPE if asked to attend to a child or member of staff who is displaying COVID-19 symptoms. Staff on first aid duty may choose to wear PPE as they feel appropriate. It is recommended that a face mask is worn if close first-aid is required, e.g. if a child has injured themselves and needs wound cleaning and/or dressing. PPE must be worn by any members of staff working with a child with intimate care needs. These staff will be provided with goggles. All staff have been supplied with a face shield, which can be washed after use. Face masks, gloves and aprons are disposable. Aprons, however, do not need to be changed between children, unless symptoms of COVID-19 are suspected – then they should be disposed of carefully after helping the child or member of staff with suspected symptoms.</p> <p>Face coverings to be worn by all staff in communal areas i.e. corridors, halls and in meeting rooms. Care to be taken when in staff rooms and face coverings worn where possible. During phase meetings, staff to wear masks if unable to be 2 metres at least apart, with maximum ventilation and meetings of one hour maximum.</p>	

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<p>12. Enhanced cleaning arrangements (there is no need to allocate different groups their own toilet blocks, but more frequent cleaning will be necessary)</p> <p>COVID -19 :cleaning of non-health care settings guidance (will be revised by the end of the summer term) COVID-19: cleaning of non-healthcare settings guidance</p>	<p>Limit the number of children in the toilet at one time.</p>	<p>Teaching staff will clean tables and chairs, sink, taps and door handles every break time and lunchtime ONCE THE CHILDREN ARE OUT OF THE CLASSROOM. They will need to use a detergent spray or diluted washing up liquid. The new detergent spray (pink) has been very successfully used with no reports of any adverse reactions by staff or children. It is therefore highly recommended for use above the use of diluted washing up liquid.</p> <p>Diluted Bleach (NOT to be used by any member of staff who suffers from asthma or any other respiratory condition, and NOT to be used in the room they are working in) should only be used to clean an area where a child suspected of having Covid-19 has been sitting, and then only when children are not nearby. Please wear a disposable apron if you are using the bleach spray, as flecks can bleach clothing. Diluted bleach (as per DfE guidance page 8) is available in the Class Maids cleaning cupboard in the Rainbow Room and must be returned there after use.</p> <p>You do not need a new apron every day – please keep one in a safe place in the classroom for each adult who may be involved in cleaning.</p> <p>Staff MUST make sure the child-safety nozzle is switched to OFF. Blue disposable tissue should be used to wipe the tables, etc.</p>	

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		<p>Our cleaning company, Class Maids, will continue to clean the school from 15:30 onwards as they always have done. Staff will need to leave school as quickly as possible at the end of the day to free up their classroom for cleaning. However, if you are happy for Class Maids to clean around you (which will include the use of bleach as a cleaning agent) then you do not have to leave your room any earlier than you normally would.</p> <p>Please note: Class Maids use a bleach-based cleaner, so if you are asthmatic, please vacate the room when the Class Maid enters to clean.</p> <p>All toilets will be cleaned thoroughly at the end of the school day by Class Maids, as usual.</p> <p>During the day, our site manager will clean surfaces that are touched by children (sinks, taps, flushes, door handles) in the children's toilets after break and after lunchtimes. He will also clean the bannisters on the staircases after arrival in school, after break and after lunchtime.</p> <p>Staff will supervise the sending of children to the toilet – MDSAs will monitor how many children are going to the toilet. Children will be warned not to go in to the outdoor toilets if more than 2 children are in there already.</p> <p>Teaching staff will only send one child at a time to the toilet during class time. Children will wash their hands before leaving the toilet and again on arrival</p>

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		back in the classroom, as an extra safety precaution.
	Other combined use areas:	<p>Use of the halls will be timetabled so that year groups can use them on different days. This will help to reduce any risks of cross-contamination across bubbles.</p> <p>The halls are used for lunchtimes: tables and benches will be cleaned between bubble sittings. Floors will be cleaned at the end of lunchtimes, as usual.</p>
Response to any infection		
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<p>13. Must actively engage with NHS test and trace and understand the process to contact the local Public Health England team</p>		<p>Senior leaders know and understand the procedures to follow regarding contacting PHE (now National Institute for Health Protection - NIHP) and sending children home/telling parents to book and take child for testing/informing school of the result, if there is a suspected case of COVID-19. A written copy of the procedures is stored in the COVID folder on the t drive.</p>

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<p>14. Must Manage confirmed cases of COVID-19 amongst the school community</p>		<p>Parents have been informed of the procedure to follow and have been told that their full compliance with this procedure is strictly adhered to. See letter dated 16th July 2020 and several letters sent in September.</p> <p>This letter will be re-sent during the last week of August.</p> <p>If there is a confirmed case of COVID-19, you will receive a letter confirming and will be advised what to do.</p>	
<p>15. Must Contain any outbreak by following local health protection team advice. Schools have the responsibility to report suspected /confirmed cases to the local HPT</p>	<p>School could place this information in prominent positions around the school to raise awareness to staff.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Educational and Childcare Settings F </div> <div style="text-align: center;">  COVID_Educational _Settings_infection_ </div> </div>	<p>PHE (now known as National Institute for Health Protection) will be consulted regarding any suspected case of COVID-19, and any guidance or instruction given will be followed, as per current procedures since 1st June.</p> <p>These guidance documents will be printed and displayed in the 5 'staff rooms' around the school, plus in the office areas. They will also be emailed out to all staff.</p>	
<p>16. School should communicate to staff, parents and carers that they need to understand and will need to be ready and willing to:</p> <p>Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of isolation</p>	<p>Book a test if they are displaying symptoms</p> <hr/> <p>Provide details of anyone they have been in close contact with if they were to test positive for COVID-19 or if asked by NHS Test and Trace</p> <hr/> <p>Self-isolate if they have been in close contact with someone who develops COVID-19 symptoms or someone who tests positive for COVID-19</p>	<p>a. These procedures have already been sent out to parents, on letter dated 16th July, but will continue to be re-sent at regular intervals. They will also be accessible on our school website for ease of reference.</p> <hr/> <p>b. As point 16a.</p> <hr/> <p>c. As point 16a.</p>	<p>All, ongoing</p>

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	Staff and parents should be asked to inform school immediately of the results of a tests: Actions if someone tests positive or negative	d. As point 16a.	
<p>17. Ensure that pupils, staff and other adults do not come into the school if they have COVID -19 symptoms or have tested positive in the last 10 days, and ensuring anyone developing symptoms during the day is sent home</p> <p>If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10 day isolation period from the day they develop symptoms.</p> <p>Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms.</p>		As point 16a.	
<p>18. Ensure first –Aid Practices meet with HSE COVID 19 guidance; https://www.hse.gov.uk/coronavirus/first-aid-and-</p>		<p><u>Please note carefully the new First Aid procedure:</u></p> <p>The first-aid room will be designated the Isolation Room, to be used to seat a child or member of staff who have suspected COVID-19 symptoms. Children can be seated inside and staff can monitor them</p>	All staff trained in first aid.

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
<p>medicals/first-aid-certificate-coronavirus.htm</p>		<p>from outside the door, as the door has a window. The sink can be used as necessary.</p> <p>Please note: if the weather is dry/warm enough, please ask children to wait for parental collection on the benches/tables outside the front of the school, as this is a much safer and more pleasant space to sit. A member of staff will need to wait with the child(ren).</p> <p>If the child/member of staff needs to use the toilet whilst awaiting collection by a family member, they must use the toilet in the shower room by the KS1 toilets. Once this toilet has been used, it must be sealed off using the yellow warning tape until it can be thoroughly cleaned.</p> <p>The area outside the disabled toilet (next to the ladies' toilet) will be the new day-to-day First Aid area. The fridge will be moved from the First Aid room to the area outside the disabled toilet where the plug socket is situated. The bench, where children sit awaiting first aid, will be moved to the wall opposite the Red Ridge display.</p> <p>There will be a portable first-aid kit, which will be kept stocked up every day by Vanessa Croft first thing in the morning.</p> <p>First aid stock can continue to be stored in the First Aid room.</p> <p>The first-aid kits we already have in school (10 of them, usually used for trips) can be used by MDSAs at lunchtimes and by Sports Excellence staff when they come in to run sports sessions. First aid should be administered outside on the playgrounds where</p>	

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
<p>19. If anyone in the school becomes unwell with COVID 19 symptoms they must be sent home and follow the current guidance relating to testing and isolation.</p>	<p>Children that are unwell should always be collected by a parent or carer or named adult.</p>	<p>possible – children should only be brought in to the school building if absolutely necessary.</p> <p>Children should be accompanied to the Isolation Room (current First-Aid room) or the bench/table area outside the front and asked to remain there until a parent or carer arrives. The parent will have been phoned as soon as possible and informed of the situation/asked to pick up their child immediately. Staff dealing directly with the child will wear PPE, unless outside, and then they can choose to or not.</p> <p>Senior staff (head and deputies) will be informed immediately and will be on hand when children are handed over to parents, to alleviate concerns or describe the process required. This is necessary due to aggression experienced from a parent who did not agree with being asked to collect their child from school who had suspected COVID-19 symptoms.</p> <p>If a temperature is suspected, the temperature can be taken using the school infra-red contactless thermometer, to help inform whether the child has symptoms of COVID-19 or not.</p> <p>Any member of staff who develops symptoms should be sent home. Staff should be picked up by a family member if they feel too unwell to drive themselves home. They will be expected to follow the same procedures as a child with symptoms would be.</p>	<p>All, ongoing</p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
<p>20. If a child is awaiting collection they should be moved, where possible to a room where they can be isolated behind a closed door, depending on age and needs of the child, with appropriate adult supervision if required,</p> <p>Ideally a window should be opened. If not possible to isolate them, move to an area within is at least 2 metres away from other people.</p> <p>This room must be cleaned thoroughly after they have left to reduce onward transmission of the infection (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 or have been requested to do so by NHS Test and Trace)</p>		<p>They should sit in the isolation room or outside on the front bench/tables whilst awaiting collection, if needs be.</p> <p>As previously explained, the First-Aid room will be used as the Isolation Room from 1st September. It has no window, so staff are advised to stand outside of the room with the door closed but to stand by the window so they can be seen by the child. If the child is distressed by this, prop the door open but stand at least 2 metres away.</p> <p>The Isolation Room must be cleaned with diluted bleach after each use straight away, in readiness for another possible usage.</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 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.</p> <p>Engage with the NHS Test and Trace process. Schools must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team. Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p>	

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom
		<ul style="list-style-type: none"> • book a test if they or their child are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit • provide details of anyone they or their child 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 tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19) <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, 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>Schools should ask parents and staff to inform them immediately of the results of a test:</p> <ul style="list-style-type: none"> • if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
		<p>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.</p> <ul style="list-style-type: none"> • if someone tests positive, they should follow the ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 10 days. • School will liaise closely with PHE/NIHP if someone tests positive, as to which staff/children must self-isolate for 10 days, depending on the contact that has occurred. • Staff must be ready to detail where children are sitting in class and whether they have been in a smaller intervention group. If necessary, which children they were sat next to at lunchtime may also be required (where possible). 	
21. PPE must be worn by staff caring for the child while they		As previously stated, staff who are helping a child with suspected COVID-19 symptoms MUST wear	

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
<p>await collection if a distance of two metres cannot be maintained (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)</p>		<p>PPE, if a distance of 2 metres cannot be maintained or if they are inside rather than outside.</p>	
<p>22. If the child needs to use the bathroom while waiting to be collected a separate bathroom should be used if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</p>		<p>As point 18</p>	
<p>23. Everyone must wash their hands thoroughly after any contact with someone who is unwell</p>		<p>All PPE must be disposed of carefully, double-bagged and placed in a lidded bin. Hands must be thoroughly washed afterwards.</p> <p>Cleaning areas touched by person with Covid-19 symptoms: use disposable blue tissue and double-bag.</p> <p>Use diluted bleach for the isolation room (and toilet if used) once the child/adult has left the room and gone home.</p>	
Wider considerations			
Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
<p>24. Child attending more than one setting. Alternative Provision schools should consider placing pupils in smaller sized groups. Smaller AP's may wish to adopt whole school bubbles as part of their control system in order to best meet the needs of their students</p>	<p>Description of process, numbers of children and AP involved, risk assessments stored appropriately etc. Schools should work through the system of controls collaboratively enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum</p>	<p>The school, via SENCo, to act in conjunction with any APs used – to be included on collaborative, individual risk assessments for any child that requires an AP.</p>	<p>Early September / EC</p>
<p>25. Shared equipment Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development Shared equipment</p>	<p>Shared books and games within the bubble, regular cleaning</p>	<p>a. Teachers to assess their 'wet play' games and decide which ones, if any, can be kept and used, and which should be removed. Assess on the basis of how easily they can be cleaned after use – or alternatively, if you are able to, then rotate use so that there is at least 48 hours (72 hours for plastic items) between the next usage. The same applies to books that children share – ideally, a system whereby 48 hours lapses between children using the same book.</p> <p>Resources that are used continuously throughout the day are cleaned in Milton (mostly in EYFS and year 1).</p> <p>All year groups have been allocated a crate of outdoor play equipment which will only be used by them.</p>	<p>Teachers, ongoing</p>
	<p>Resources shared between bubbles, for example sports, art and science equipment. Cleaned frequently and meticulously and always cleaned between bubbles that use</p>	<p>b. Ideally, 48/72 hours to be left between usage by different bubbles, otherwise thorough cleaning will need to take place. As this would be difficult and time-</p>	<p>Teachers, ongoing.</p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
	<p>them, or rotated to be left unused and out of reach for 48 hours (72 for plastics)</p>	<p>consuming, organise usage within phases so that 48/72 hours is left between usage in different bubbles.</p> <p>iPads – we will not be using the ICT suite for whole-class teaching, but will be using the iPads. Each class has got a specific cleaner for electronic items, which include iPads. All iPads must be carefully cleaned at the end of each session using the spray provided and the blue tissue roll or cloth. Do not spray the item directly – spray the tissue or cloth then wipe the iPad.</p>	
	<p>Outdoor equipment should be cleaned more frequently, also applies if indoor or outdoor equipment is used by wraparound care providers</p>	<p>c. Outdoor play equipment that is fixed (gym equipment, climbing frame, trim trail, etc.) would be extremely difficult to clean thoroughly and effectively between each playtime usage. Thorough handwashing and hand sanitising before and after use will help to minimise risk.</p>	<p>Teachers, teaching assistants, ongoing.</p>
<p>26. Transport Dedicated transport The two or one metre plus social distancing will not apply on dedicated school transport from the autumn term. The majority of arrangements and protective measures will be managed by the transport provider, for example additional cleaning of vehicles</p>	<p>You may want to consider supportive actions: Hand sanitiser use before boarding/disembarking – discuss with transport provider Assisting with organisation of queueing and boarding Sufficient distancing between vehicles on your site Assisting with compliance for use of face coverings where appropriate and needed (children over the age of 11, for example if they are likely to come into very close</p>	<p>There is no school bus, so not applicable.</p> <p>Any child transported to an AP by bus: this will be included on their individual risk assessment and the risk assessed and mitigated between our SENCo and the AP.</p>	<p>EC / ongoing if applicable</p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
	contact with people outside of their group or who they do not normally meet)		
<p>27. Wider public transport Use of public transport by pupils, particularly at peak times, should be kept to an absolute minimum</p>	<p>Schools should work with partners to consider staggered start times to enable more journeys to take place outside of peak hours. (whilst recognising this option will be more feasible in some circumstances than others) Encourage parents, staff and pupils to walk or cycle to school Consider adopting/using walking buses</p>	<p>We have very few pupils who travel by public transport as the vast majority of our families walk or travel by bike/scooter/car.</p> <p>Any children who arrive by public transport will be carefully supervised regarding the removal of face masks on arrival at school. If the child has a reusable face mask, they will need to store it in a plastic bag and put in their school bag. Disposable ones will be placed in a lidded bin.</p>	<p>SLT, if applicable</p>
<p>28. Attendance School attendance will be mandatory from the beginning of the autumn term, usual rules on attendance apply.</p> <p>Where children are unable to attend as parents are following clinical or public health advice absence will not be penalised</p>	<p>Communicate clear and consistent expectations to families and any other professionals who work with the family where appropriate throughout the summer and ahead of the new school year, requirements of attendance and that measures will be taken to support families to ensure their child returns to school at the earliest opportunity and where necessary sanctions will include fines recommencing.</p> <p>Ensure registers are maintained as usual CME policy is applied if children are not seen Continue to notify the child's social worker, if they have one, of non-attendance. Ensure the school leaver process is followed by completing the normal on-line form should the school be informed any parent/carer would like to Electively Home Educate their child.</p>	<p>Attendance will be monitored as normal by our attendance officer and the Head notified of any absences related to worries about COVID-19.</p> <p>Registers will be hard copy, as normal, and will be maintained in school as normal.</p> <p>Parents will be informed that attendance is obligatory unless a statutory reason applies, e.g. the pupil has been granted a leave of absence, is unable to attend because of illness, is absent because of a necessary religious observance, etc.</p>	<p>TO / ongoing</p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
<p>29. Shielded community The majority of pupils will be able to return to school: Keep up to date with current advice on shielding 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.rcpch.ac.uk/resources/covid-19-shielding-guidance-children-young-people#children-who-should-be-advised-to-shield</p>	<p>Should a pupil be unable to attend school because they are complying with clinical and/or public health advice schools should immediately offer them access to remote education Schools should monitor engagement with this activity</p>	<p>If a child is unable to attend school due to shielding, we will immediately engage with the family to offer accessible home-learning, which will be monitored carefully.</p> <p>Shielding for CEV children has now been extended to 31st March.</p>	<p>SLT, if applicable</p>
<p>30. Pupils/families who are anxious about returning to school</p>	<p>Schools should put in place the right support to address concerns of children, parents and households about children returning to school and provide reassurance of the measures in place: Pupils who have been shielding Living in households where someone is clinically vulnerable Concerns regarding those from BAME backgrounds Concerns relating to certain conditions for example diabetes and obesity</p>	<p>Our attendance officer will monitor families who have concerns and will access appropriate support for them.</p>	<p>TO/SLT as applicable</p>
<p>31. Identify pupils who are reluctant or anxious about returning or who are risk of disengagement</p>	<p>Develop plans for re-engaging them This could include disadvantaged and vulnerable children Children who were persistently absent prior to the pandemic</p>	<p>We have planned the beginning of the academic year to take in to account the fact that many children and families may feel anxious about returning to school.</p>	<p>All – first two weeks of September</p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
	<p>Children who have not engaged with school regularly during the pandemic Continue to notify the child's social worker, if they have one, of non-attendance</p>	<p>All children (EYFS – Year 5) will be returning to their original classes/year groups for week commencing 1st September (following bank holiday Monday), to spend time with their old teacher(s) before attending the usual 'shuffle up' session when they meet their new teacher(s) at the end of the week. It is hoped that being back in a familiar environment with staff who are well-known to them will help them to settle in and adjust to being back in school. After a TD day on the following Monday, the children will start in their new year group from Tuesday 8th September.</p> <p>Parents evenings will be held the third week back in September, to ascertain which children in particular may be struggling because of experiences during lockdown.</p> <p>Any child who is particularly struggling will be flagged up to our member of staff who has been awarded a TLR to focus on the mental health and well-being of both pupils and staff.</p>	<p>TM – from week 3 or as required</p>
<p>32. Workforce The government expects that most staff will attend school Generally the advice is that those who can work from home should do so. Recognising that this will not be applicable to most school staff, but where a role may be conducive to home working for example, some</p>	<p>Consider those for whom home working will continue to be relevant Clinically vulnerable or extremely clinically vulnerable Those that received a shielding letter are now advised they can return to work as long as they maintain social distancing School leaders should be flexible in how those members of staff are deployed to</p>	<p>This will be dealt with on a case-by-case basis by the Head and members of SLT as appropriate.</p> <p>Shielding for CEV staff has now been extended to 31st March.</p>	<p>Head as appropriate</p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
<p>administrative roles, school leaders should consider what is feasible and appropriate People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace</p>	<p>enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing</p>		
<p>33. Staff who are pregnant Pregnant woman are in the clinically vulnerable category and are advised to follow the relevant guidance https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing#clinically-vulnerable-people</p>	<p>Consider who this affects on your staff team</p>	<p>This will be dealt with on a case-by-case basis by the Head and members of SLT as appropriate.</p>	<p>Head as appropriate</p>
<p>34. Staff who may otherwise be at increased risk from COVID - 19 Some people with particular characteristics may be at comparatively increased risk from COVID-19 People who live with those who have comparatively increased risk for COVID-19 can attend the workplace</p>	<p>If people with significant risk factors are concerned schools should discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate Consider who this may affect and demonstrate planning</p>	<p>This will be dealt with on a case-by-case basis by the Head and members of SLT as appropriate. Any specialist one-to-one TAs who work with children with EHCPs who may be at increased risk as a consequence will have an individual risk assessment written by the SENCo and line manager, in conjunction with themselves. Goggles have been purchased for TAs who do intimate personal care for children.</p>	<p>Head as appropriate EC / SLT as necessary</p>
<p>35. Supporting staff Governing Bodies and school leaders should have regard to staff (including head teachers) work-life balance. <i>Employers have a duty of care to their employees and this extend to their mental health</i></p>	<p>Schools should communicate to all staff the measures they are proposing putting in place and involve staff in that process.</p>	<p>The finalised and ratified risk assessment will be sent out to all staff at least a month before the full re-opening of school on 1st September. It will be mandatory for all staff to read it and acknowledge as such. Staff will therefore be able to read about all the procedures that will be put in place to help keep them safe.</p>	<p>TM, as needed.</p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
<p><i>Information about the extra mental health support for pupils and teachers can be found here</i> https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers</p> <p>free helpline from the Education Support Partnerships https://www.educationsupport.org.uk/</p>		<p>The member of staff charged with looking at mental health and well-being for staff will be asked to provide support as necessary.</p>	
<p>36. Staff taking leave Staff will be taking leave over the summer period which may involve travelling abroad. Some countries require a quarantine on return. Latest guidance should be checked on the Gov website</p>	<p>It is recommended that school leaders discuss leave arrangements with staff before the end of the summer term to inform planning for the autumn term. Where it is not possible to avoid a staff member having quarantine during term time, school leaders should consider if it is possible to temporarily amend working arrangements to enable them to work from home.</p>	<p>Staff have already been advised that they are expected to attend school on 1st September and so need to consider the quarantine rules for any countries they are thinking about visiting during the summer holidays.</p>	<p>All, from now until 1st September.</p>
<p>37. Consider whether the school may have children visiting countries required to quarantine</p>	<p>Ensure remote education is available on their return</p>	<p>This will be dealt with on a case-by-case basis by the Head and members of SLT as appropriate.</p>	<p>Head as appropriate</p>
<p>38. Staff deployment Schools may need to alter the way in which they deploy their staff more flexibly to welcome back all pupils at the start of the autumn term</p>	<p>Managers should discuss and agree any changes to staff roles with individuals If all immediate options have been pursued and you still have concerns about your staff capacity talk to your LA or Trust.</p>	<p>Staffing has been organised and additional staff members have been employed as necessary to ensure the smooth running of the school and to enable us to welcome back all children on 1st September.</p>	<p>Head and deputies, immediate.</p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)		By when/whom
<p>It is important that planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens.</p> <p>DfE workload reduction toolkit https://www.gov.uk/guidance/school-workload-reduction-toolkit</p>			
<p>39. Deploying support staff and accommodating visiting specialists</p> <p>Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistance and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.</p> <p>Any redeployments should not be at the expense of supporting pupils with SEND.</p> <p>Education endowment Foundation guidance on making the best use of teaching assistants https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/</p>	<p>Consider:</p> <ul style="list-style-type: none"> Support staff capacity Using support to catch up provision or targeted groups Teaching assistants may be deployed to lead groups or cover lessons, under direction and supervision of a qualified, or nominated, teacher 	<p>The appropriate number of specialist TAs to support children with SEND have been employed or re-allocated accordingly for the start of September.</p> <p>TAs and/or HLTAs will be used as necessary for catch-up provision or to leads groups and cover lessons as deemed necessary.</p>	<p>Teaching assistants, EC / ongoing.</p>
	<p>The Headteacher should be satisfied that the person has the appropriate skills, expertise and experience to carry out the work and discuss and agree proposed changes in role or responsibility with the member of staff</p>	<p>This will be dealt with on a case-by-case basis by the Head and members of SLT as appropriate.</p>	<p>Head as appropriate</p>
	<p>Safe ratios must be met</p> <p>Specific training undertaken</p>	<p>This will be dealt with on a case-by-case basis by the Head and members of SLT as appropriate.</p>	<p>Head as appropriate</p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
<p>40. Volunteers</p>	<p>Volunteers should be properly supported and given appropriate roles Checks and risk assessments should continue as set out in KCSiE Part 3 Under no circumstance should volunteers who have not been checked work in regulated activity Mixing of volunteers across groups should be kept to a minimum Volunteers should remain 2 metres from pupils and staff where possible</p>	<p>For the time being, no volunteers will be allowed in school. This will be reviewed in term 2.</p>	<p>Head and deputies – review in term 2</p>
<p>41. Deploying staff appropriate checks See part 3 KCSiE (2020 version for use in September also in this link) This includes volunteers https://www.gov.uk/government/publications/keeping-children-safe-in-education-2</p>	<p>Headteachers should ensure only those with appropriate checks are allowed to engage in regulated activity</p>	<p>This is part of our normal safeguarding policy and procedure.</p> <p>As mentioned in point 40, no volunteers will be allowed in school for the time being. To be reviewed.</p>	<p>Head and deputies, ongoing</p>
<p>42. Recruitment Recruitment should continue as usual. DfE blog provides information on the experience of implementing interviews remotely and advice that can be sent to candidates on how to prepare for remote interviews https://teaching.blog.gov.uk/2020/05/29/recruiting-during-lockdown-how-we-did-it/ https://teaching.blog.gov.uk/2020/06/12/attending-your-first-remote-interview/</p>	<p>Recruit remotely over the summer period</p>	<p>Socially distanced recruitment has already taken place to secure full staffing for the new academic year.</p> <p>The school is employing a Schools Direct student from 1st September.</p> <p>For any other ITT students, the school will review later in the year.</p> <p>PGCE student starting Wed 14th October, 21st october, then November to February, in KS1.</p>	<p>Head and deputies, done.</p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom
<p>safeguarding checks can be carried out remotely as set out in COVID 19 safeguarding in schools https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers from the autumn term checks will revert to being carried out in person</p>	<p>Schools must adhere to the legal requirement regarding pre-appointment checks</p> <p>Consider NQT's starting in the autumn term</p>	
<p>43. Supply teachers and other temporary or peripatetic teachers Advice includes supply staff, peripatetic teachers, sports coaches and those engaged to deliver before and after school clubs. Schools can continue to engage supply teachers and other supply staff during this period <i>Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors where possible</i></p>	<p>Supply staff, visitors and peripatetic teachers will be expected to comply with the school's arrangements for managing and minimising the risks Particular care to maintain distance from other staff and pupils Minimise the number of temporary staff entering the schools premises</p>	<p>Their own guidance will be discussed and followed or adapted as necessary as regards social distancing, etc. Supply teachers will only be employed if deemed absolutely necessary. Every attempt will be made to cover short-term absences with staff already allocated to the bubble affected. Sports coaches have been secured for next year to supply high-quality outdoor PE teaching. As they will be primarily outdoors, the risk has been assessed as acceptable as the benefits of quality outdoor PE outweighs any risk. For the time being, no peripatetic teachers from the Swindon Music Services have been engaged, due to the risks of being in a confined space with a pupil (or a number of pupils) and also the risks of playing woodwind or brass instruments.</p> <p>Peripatetic music teachers reviewed - Darren Hunt (guitar) and Helen Goode (violin) starting after half-term as long as risk assessment procedures</p> <p>Head and deputies – to be reviewed in term 2.</p> <p>To review again after 2/12/20</p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
		<p>followed (masks to be worn as music room too confined).</p> <p>Due to second lockdown beginning 5/11/20 (announced on 31/10/20) peripatetic teachers are now delayed until December.</p>	
<p>44. Safeguarding KCSiE from September https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 COVID-19 –Safeguarding in schools, colleges and other providers https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers</p>	<p>Revisit the child protection/safeguarding policy to reflect the return of all pupils</p>	<p>Our DSL, in conjunction with our safeguarding consultant Sarah Turner, has been regularly updating our safeguarding policies and procedures since the start of lockdown in March, and will continue to do so. Staff have been fully briefed.</p> <p>A new COVID-19 annex was published and shared on the school website. The new KCSiE includes trauma and will feed in to the revised behaviour policy.</p>	<p>CS / ongoing</p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
<p>45. Designated Safeguarding Leads</p>	<p>DSL's should be provided with more time especially in the first few weeks of term Agencies and services should prepare to work together to actively look for signs of harm</p>	<p>The DSL (CS) and deputy DSL (CH) are provided with two office days per week. Staff will be advised to pay particularly close attention to the children. CS and CH will be given additional time out of the classroom if it is deemed necessary to deal with a safeguarding concern, as this is the utmost priority within school, as always.</p>	<p>CS & CH / ongoing</p>
<p>46. School nursing</p>	<p>Communicating with school nurses is important for safeguarding and supporting wellbeing</p> <p>Schools and school nurses need to work together to ensure delivery of the healthy child programme (which includes immunisation currently provided by Virgin Care), identifying health and wellbeing needs which will underpin priorities for service delivery.</p>	<p>Our business manager will be in contact with the school nurse to arrange the annual training and any other actions as necessary.</p>	<p>CM / September</p>
<p>47. Catering School kitchens are expected to be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including those eligible for benefits related free school meals or universal infant free school meals</p>	<p>School kitchens can continue to operate but must comply with the guidance for food businesses on COVID-19</p> <p>Consider whether there is sufficient resources for all children to return to school</p>	<p>A meeting is booked for 17th July with Aspens, our catering provider, to discuss the requirements for September onwards. A full cooked service will be offered.</p> <p>Meeting held. Menu to be adapted to make the serving process as simple as possible, but cooked food will be offered. Veggie option offered every day, with a jacket potato or sandwich option.</p>	<p>LM/CM/CH 17/7/20</p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19			
<p>48. Estates</p> <p>There is not an expectation for schools to make significant adaptations to their site to enable them to welcome all children back to school. It is not expected that schools will need to deliver any of their education on other sites (such as community centres/village halls)</p> <p>Review guidance</p> <p>https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak</p>	<p>Usual checks completed, consider fire drills</p>	<p>School has been open fully throughout the lockdown to keyworker and EHCP children, and since June 1st to considerably more children. All health and safety checks have been continued as normal e.g. flushing of water, etc.</p> <p>Fire drills have been held in Term 6 for the children in school and from 1st September, usual procedures for fire drills etc. will apply.</p>	<p>KL CH / ongoing</p>
<p>49. Usual pre-term checks are undertaken to make the school safe</p> <p>If buildings have been closed or reduced occupancy water system stagnation can occur due to lack of use, increasing the risk of Legionnaires disease.</p> <p>See guidance above and links below:</p> <p>https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm</p>	<p>In classrooms it will be important that schools improve ventilation (for example by opening windows)</p>	<p>As point 48.</p> <p>Maximum ventilation will occur from 1st September onwards. Windows will be open, where it is safe to do so, and also doors. Archway doors should remain closed during the school day. Windows that are high enough so that children cannot reach them may be opened more widely (removing restrictors) so that ventilation can be increased in the LKS2 classrooms, as currently ventilation is somewhat limited.</p> <p>No child must be left unattended in a room at any point.</p>	<p>LM, CH / ongoing</p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom
<p>Additional advice form the Chartered Institute of Building services Engineers guidance on emerging form lockdown https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown</p>	<p>Now that we are beginning the winter, staff advised to use discretion as regards opening windows, as children sit in the same seats so can be by an open window all day. Ventilation is important but so is keeping everyone warm.</p>	
<p>50. Once the school is in operation it is important to ensure good ventilation https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak</p>	<p>See point 49.</p>	

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
<p>51. Educational Visits</p> <p>Government advice is against domestic (UK) overnight and overseas educational visits at this stage, but in the autumn term schools can resume non-overnight domestic educational visits.</p> <p>As normal schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely.</p> <p>https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-travel-advice-for-educational-settings/coronavirus-travel-guidance-for-educational-settings</p>	<p>Schools will need to consider what control measure need to be used to ensure they are aware of wider advice on visiting indoor and outdoor venues.</p>	<p>Teachers to discuss any proposed trips and visits with the EVC so that SLT can weigh up the benefits of the trips against possible risks involving coach travel, the use of volunteers and the nature of the venue to be visited.</p> <p>For the time being, no residential trips will be arranged, as per government guidance – this will be kept under review as the year progresses and if guidance changes.</p> <p>UKS2 planning trip to Harry Potter Studios in March 2021, following strict social distancing guidelines.</p>	<p>EVC (CH) / ongoing</p> <p>Residentials – to be reviewed following any change to DfE guidance</p>
<p>52. Schools should make use of outdoor spaces in the local area to support delivery of the curriculum.</p>		<p>Local trips to outdoor spaces such as the Town Gardens are to be encouraged, as long as teachers have followed regular risk assessment procedures for local walks and have considered any volunteers who may be needed to help (e.g. parents). Using the outdoors, including the huts, is to be encouraged as much as possible.</p>	<p>EVC (CH) ongoing</p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
<p>53. School uniform</p> <p>It is for the governing body of a school to make decisions regarding school uniform.</p> <p>Schools are being encouraged to return to usual uniform polices in the autumn term.</p> <p>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.</p>	<p>Schools should consider how pupil non – compliance is managed, taking mindful and considerate approach in relation to parents who may be experiencing financial pressures.</p>	<p>Full school uniform is expected as of 1st September and parents have been notified accordingly.</p> <p>Friends of Lethbridge are running a second-hand uniform collection, which they will then offer to parents who may be struggling to obtain school uniform in the current climate.</p>	<p>All, ongoing</p>
<p>54. Extra-curricular provision</p> <p>Schools should consider resuming any breakfast and after school provision where possible from the start of the autumn term.</p> <p>There is a recognition that this will be logistically challenging for schools particularly for clubs that would normally offer support across year groups, where parents are using multiple providers or where childminders are picking up/dropping off pupils.</p> <p>Guidance for summer holiday childcare contains useful information</p>	<p>Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.</p> <p>Schools should advise parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this.</p>	<p>School-run after-school clubs will not be run, except for ones run by Soccer Excellence, the provider of our outdoor PE curriculum teaching. However, this will not begin until at least term 2, as we need to assess risk of children mixing from different bubbles.</p> <p>Soccer Excellence will, however, run our school football team from term 1.</p> <p>The Big A are running a breakfast club and after-school club in the Old Hall, including extending the provision on a Friday afternoon to commence at 13:30.</p> <p>If numbers for the Big A on a Friday increase quite substantially, they may wish to use the New Hall as well as or instead of the Old Hall.</p>	<p>Head and deputies – to be reviewed in term 2.</p> <p>CM/LM/CH/CS - ongoing</p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom
<p>when planning extra –curricular provision. https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</p>	<p>As with physical activity during the school day contact sports should not take place.</p>	
<p>55. Physical activity in schools Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Schools should refer to the following guidance: https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation https://www.sportengland.org/how-we-can-help/coronavirus https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf https://www.youthsporttrust.org/coronavirus-support-schools</p>	<p>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</p> <p>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene.</p>	<p>Soccer Excellence will be employed to provide quality outdoor PE curriculum provision from September 8th. Contact sports are to be avoided. They will teach one bubble (year group) every day, so there will not be any mixing of bubbles within 24 hours. Equipment will be rotated so that the same equipment is not used until 72 hours after the last use.</p> <p>PE will be played outdoors if possible. Parents will be told to provide their children with suitable PE kit appropriate for the weather and time of year. Parents will be told to send their children to school wearing PE kit on the day when their child has PE, to minimise the risk of the wrong clothes going to the wrong home, the mixing of clothing on tables and to reduce the need for lost property. If PE cannot be held outdoors because the weather is too poor, PE lessons will either be held in classrooms (prior to 13:30 as the halls will still be being cleaned following lunchtime) or in the New Hall.</p>
		<p>Soccer Excellence / CM - ongoing</p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
	<p>External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</p>	<p>N/A</p>	
	<p>Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures</p>	<p>Provision to run the school football club with pupils from years 5 and 6 will be organised.</p> <p>Training will continue but matches against other schools will not go ahead until at least December, following government guidance.</p> <p>Soccer Excellence as described above.</p> <p>Ballet lessons from the Royal Ballet School for year 3 have been postponed until January 2021 – to be kept under review.</p>	<p>CS – to review ballet for term 3</p>
	<p>Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.</p>	<p>Active Miles will continue to be run outside as per pre-lockdown. Break times have been rostered, as have playtimes at lunchtimes.</p>	

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
<p>56. Music</p> <p>Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance.</p> <p>Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.</p>	<p>Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation.</p>	<p>There will be no school assemblies as a group gathering, or school choir.</p> <p>Year 5 will not be learning the recorder this year.</p> <p>For the time being, no music lessons by peripatetic teachers will happen, but this will be kept under review – re-commencing partially in Term 2. Postponed as of 5/11/20.</p> <p>Percussion instruments can be used in music lessons, as long as 72 hours is allowed between usage by different bubbles.</p>	<p>Term 2 – review music lessons</p>
<p>57. Pupil wellbeing and support</p> <p>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. Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school.</p>	<p>Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:</p> <ul style="list-style-type: none"> Support the rebuilding of friendships and social engagement Address and equip pupils to respond to issues linked to coronavirus (COVID-19) Support pupils with approaches to improving their physical and mental wellbeing <p>Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible</p>	<p>This will be under the remit of the member of staff whose remit is Mental Health and Well-being as previously mentioned, in consultation with the SLT.</p> <p>The school has engaged the services of an ELSA/family support worker, who will engage with children who have been identified as needing additional support. She has already begun working with certain children who have been present in school during term 6.</p>	<p>TM – ongoing</p> <p>SLT</p> <p>LP – ongoing</p> <p>EC</p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom	
https://www.gov.uk/guidance/teaching-about-mental-wellbeing https://covid.minded.org.uk/		<p>We have committed to purchasing more TaMHs support and play therapy to support children as needed over the coming year.</p>	
	<p>Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school.</p>	<p>As above.</p>	
<p>58. Behaviour expectations Schools should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules. Schools will need to work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs</p>	<p>Schools should consider updating their behaviour policies with any new rules/policies setting clear, reasonable and proportionate expectations of pupil behaviour.</p>	<p>The behaviour policy will be updated in line with current DfE guidance as regards behaviour.</p> <p>The school is prepared for some behaviour issues which are a direct consequence of the COVID-19 pandemic, and will take steps to be understanding of the reasons behind this, whilst considering the safety concerns of staff and other children. Certain <u>deliberate</u> actions, such as biting or spitting, will be considered as unacceptable in the current situation, and parents will be advised accordingly if these types of behaviours are occurring.</p> <p>Some children may require an individual risk assessment as regards behaviour.</p>	<p>CS, CH, LM - September</p>
	<p>Consider how to communicate rules/policies clearly and consistently to staff, pupils and parents,</p>	<p>The revised behaviour policy will be published on the school website and sent to staff and parents, as well as being shared with pupils on arrival in September.</p>	<p>Staff, parents - September</p>
	<p>Consider how to build new expectations into their rewards system.</p>	<p>As above</p>	

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom
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Contingency planning for outbreaks

Swindon Covid 19 outbreak management plan - <https://www.swindon.gov.uk/lomp>

If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice.

In developing these contingency plans, Government expect schools to:

Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations

Give access to high quality remote education resources

Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use

Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access

Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom
59. School goes into partial lockdown (bubbles) (provision for key staff and vulnerable children)	<p>Year groups affected by any partial lockdown will be provided with work appropriate to the topics they are currently learning. The school is actively looking at different providers of remote learning to see which ones we feel could enhance our curriculum and improve the experience of home learning for our families.</p> <p>The school will liaise with PHE if necessary to facilitate essential advice for families affected by a partial lockdown.</p> <p>Vulnerable children will be assessed as they have been throughout the lockdown in terms 4 to 6, to</p>	<p>Head and deputies – by September 30th, as stated on DfE guidance.</p> <p>Government made it law and operation al by 22nd October. However, we are ready from 30th September</p>

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom
	see what additional support they might need to facilitate their learning at home.	to provide a remote learning package using Purple mash.
60. School goes into full lockdown (provision for key staff and vulnerable children)	<p>Year groups affected by a full lockdown will be provided with work appropriate to the topics they are currently learning. The school is actively looking at different providers of remote learning to see which ones we feel could enhance our curriculum and improve the experience of home learning for our families.</p> <p>The school will liaise with PHE and the DfE as necessary to facilitate essential advice for families affected by a full lockdown.</p> <p>Vulnerable children will be assessed as they have been throughout the lockdown in terms 4 to 6, to see what additional support they might need to facilitate their learning at home.</p>	<p>Head and deputies – by September 30th, as stated on DfE guidance.</p>
<p>61. Remote education support</p> <p>Schools are expected to have the capacity to offer immediate remote education.</p> <p>When teaching pupils remotely, government expects schools to:</p> <p>Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects</p> <p>Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject</p> <p>Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos</p> <p>Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work</p> <p>Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding</p>	See point 62	As above

Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom
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Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers		
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Curriculum Review curriculum expectations, catch-up support, in guidance https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools (Music, Physical activity in schools, Pupil wellbeing and support and behaviour expectations are included in the risk assessment above)
<p>Detail any risks or difficulties:</p> <p>The school expects to be able to teach the full curriculum, wherever possible.</p> <p>The school expects to be able to engage with the government’s promise to supply tutors and coaches through the NTP (National Tutoring Programme) and the NCP (National Coaching Programme) to help with the catch-up support children need, that they have spoken widely about – we are still awaiting the details of these schemes so are unable to give any more details about how this will work in our school at this present time.</p>

Assessment and Accountability Review information in guidance https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools
<p>Detail any risks or difficulties:</p> <p>None identified to date.</p>

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Theme/key actions/measures	Action/mitigations and Risk measure (low, medium high)	By when/whom
	<p>Updates to the following sections in blue: 5, 8, 9, 11, 12, 13, 17, 20, 23, 34 and 47</p> <p>Updates in orange to the following sections: 3, 7d, 7g, 7h, 8, 10, 12, 14, 18, 19, 21, 25a, 42, 43, 47, 51, 56, 59 (12/10/20)</p> <p>Updates in purple to the following sections: 3, 5, 7g, 7h, 7i, 7r, 11, 50, 55, 56 (3/11/20)</p> <p>Updates in red to the following sections: 17, 20 (15/12/20)</p> <p>Updates in green to the following sections: 29, 32 (08/03/21)</p>	