

FULL REOPENING RISK ASSESSMENT



Premises: Ravenfield Primary Academy
 Work Activity: **Site Reopening – Covid 19**
 Assessor(s): Caroline Coates
 Date: 12/5/2020, 11/8/2020 and 15/10/2020

Pages: 1

January 27th 2021 to add section on teacher self-testing, (see end of RA)

where changes are made they will be highlighted in khaki)

28/10/2020, 1/11/2020, 6/11/2020 (new national lockdown) Move to Tier 3 2.12.2020 Return in January 4/1/2021 (tier 3)
 Phase 4 lockdown from 6th January 2021 with school open for key workers and vulnerable children only. (please see highlighted updates) Updated

Phase 5 Full Re-opening Updated February 28th for March 8th Full Re-opening

Phase 6 Changes in guidance 17th May 2021 (much of this RA guidance will remain in place initially with the current systems of control in place and

Updates 31/3/2021 , 11/4/2021 and 12th May 2021.

Review date: 18/12/2020 11/1/2021 27/1/2021 (updated for staff testing) 31/3/2021 11/4/2021 12/5/2021 for 21/6/2021

1. Hazards identified	2. Persons at risk	3. Control measures PHASE 1 PHASE 2 PHASE 3 Phase4 Phase 5 (Jan 2021 moving to full lockdown 6/1/2021)	Communication – with who? when? How?	4. Further action required (if any) / Comments	5. Link to guidance (DFE/NEU etc)
Staffing / facilities / compliance					
GENERAL PRINCIPLES		PHASE 2 September 2020 (risk assessed July 2020) Updates for September 2020 in green and red (DHO question). Updated for March 8 th 2021 Full Re-opening highlighted in yellow. Updates for changes in guidance from 17 th May 2021 highlighted in khaki	Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.) Guidance to be updated for 1.9.20 Monitoring schedule and checklist to be drawn up for daily/weekly monitoring of all of the systems in place. Guidance to continue to be monitored against checklist in September 2020. All staff/adults are required to wear face coverings when outside of their bubbles – including on the corridors, in the offices, the hall and communal areas. Revisiting the risk assessment for formerly shielding members of staff to take into account the guidance around Rotherham moving into alert level classed as 'very high'. Additional health questionnaire out to all staff to be returned on 30 th October. Individual risk assessments to be drawn up.		Overarching systems of control for Covid-19 (DFE Guidance updated 27th July 2020) System of controls This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below. Prevention: 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school 2) clean hands thoroughly more often than usual 3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach 5) minimise contact between individuals and maintain social distancing wherever possible 6) where necessary, wear appropriate personal protective equipment (PPE) Numbers 1 to 4 must be in place in all schools, all the time. Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances. Number 6 applies in specific circumstances. Response to any infection: 7) engage with the NHS Test and Trace process 8) manage confirmed cases of coronavirus (COVID-19) amongst the school community 9) contain any outbreak by following local health protection team advice Numbers 7 to 9 must be followed in every case where they are relevant. DFE https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools DFE (28/10/2020) Further advice at local COVID alert level: very high (Rotherham from 24/10/2020)
		3/1/2021 Phase 4 Updates for January 2021 in orange. RPA and MLT in Tier 3. Main changes since			

		<p>this guidance was last updated (30/12/21) :</p> <ul style="list-style-type: none"> • staff who are pregnant • use of face coverings • clinically extremely vulnerable pupils • clinically extremely vulnerable staff • wraparound provision and extra-curricular activity • physical activity in schools <p>Govt also produced a contingency framework to be used in event of school closing for any period of time.</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-contingency-framework-for-education-and-childcare-settings/contingency-framework-education-and-childcare-settings-excluding-universities</p> <p>3/1/2021 Further possible measures in school</p> <ul style="list-style-type: none"> • More use of face masks visors in class • Limit staff who work between class and cover PPA/ELSA etc • Spilt EYFS bubble into F1 and F2 	<p>5/11/2020</p> <p>5/11/2020 <u>Face Coverings</u> Staff to continue to wear Face Coverings around school and at drop off and pick up.</p> <p>All visitors to wear Face Coverings (visitors kept to a minimum)</p> <p>Parents/carers to wear face coverings on drop off and pick-up time from 2nd November.</p> <p>Staff who want to wear visors in classrooms provided with them.</p> <p>Staff from other settings such as supply wear visors and keep a social distance.</p> <p><u>Clinically extremely vulnerable children</u> to be at home. Message sent to parents over dojo sharing this advice with them 4/11/2020</p> <p><u>Clinically extremely vulnerable staff</u> or primary carer for clinically extremely vulnerable dependent to work from home from 5/11/2020</p> <p>5/11/2020 Wraparound care and extra-curricular activities will not take place during lockdown 4/11-2/12</p> <p>5/11/2020 Sport and physical activity Children kept in class bubbles during sport and physical activity in school.</p> <p>5/11/2020 <u>Meetings for staff</u> All meetings for staff to be held remotely during the second period of lockdown.</p> <p>2/12/2020 <u>Clinically Extremely Vulnerable</u> Re-visit of the risk assessments for extremely clinically vulnerable colleagues.</p> <p>2/12/2020</p>	<p>Work and school</p> <p>Where at all possible you are strongly advised to work from home, because the rate of transmission of the virus in your area is very high.</p> <p>If you cannot work from home, and are concerned about going into work, you may want to speak to your employer about taking on an alternative role or change your working patterns temporarily (for example, to avoid travelling in rush hour).</p> <p>If there is no alternative, you can still go to work. Your employer is required to take steps to reduce the risk of exposure to COVID-19 in the workplace. Your employer should be able to explain to you the measures they have put in place to keep you safe at work.</p> <p>Where some employers are not managing the risk of coronavirus, the Health and Safety Executive (HSE) and local authorities will take action which can range from the provision of specific advice, issuing enforcement notices, stopping certain work practices until they are made safe and, where businesses fail to comply with enforcement notices, this could lead to prosecution.</p> <p>If you have concerns about your health and safety at work you can raise them with your workplace union, the Health and Safety Executive or your local authority.</p> <p>All pupils and students should continue to attend education settings at all local COVID alert levels unless they are one of the very small number of pupils or students under paediatric or other specialist care and have been advised by their GP or clinician not to attend an education setting.</p> <p>Shielding</p> <p>We may advise more restrictive formal shielding measures for the clinically extremely vulnerable in the worst affected very high alert areas, based on advice from the Chief Medical Officer. This will only apply to some very high alert areas, and the government will write to you separately to inform you if you are advised to shield. You are not advised to follow this revised shielding advice unless you receive a new shielding notification advising you to do so.</p> <p>Further support will be made available from your local authority and community pharmacies to help protect you during this period of heightened risk.</p> <p>Work</p> <p>You are strongly advised to work from home because the risk of exposure to the virus in your area is significantly higher. If you cannot work from home, then you should not attend work.</p> <p>If you cannot attend work for this reason, you may be eligible for Statutory Sick Pay (SSP) or Employment Support Allowance (ESA). The formal shielding notification you receive will act as evidence for your employer of the Department of Work and Pensions that you are advised to shield and may be eligible for SSP or ESA.</p> <p>School</p> <p>Clinically extremely vulnerable children are advised not to attend school, because the risk of exposure to the virus in your area is currently very high.</p> <p>Your school will make appropriate arrangements for you to be able to continue your education at home.</p> <p>DFE Guidance following lockdown beginning 4th November 2020</p> <p>Main changes since this guidance was last updated (see additions below 6/11/2020) <u>New National Restrictions</u> came into force on Thursday 5 November. Read how the following areas will be affected during the period of the <u>New National Restrictions</u>:</p> <ul style="list-style-type: none"> • use of face coverings • transport • attendance - self-isolation and shielding • school workforce • clinically extremely vulnerable staff • wraparound provision and extra-curricular activity • physical activity in schools • residential care
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		<ul style="list-style-type: none"> CEV to work from home Reminder about limiting numbers and socially distancing between adults at school Adults ensuring social distance for them in the classroom Limiting the number of visitors to school. Risk around Face Coverings and safeguarding, a reminder to staff (4/1/2021) about taking the extra time that identifying people through Face Coverings requires at the end of the school day to ensure child goes with the correct adult. On 11/12/20 the time for self-isolation following a contact with a positive case was reduced from 14 days to 10 days. <p>8/3/2021</p> <ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. Continue to follow the system of controls to minimise the risk of infection School staff to continue the 	<p><u>Music, dance and drama</u></p> <p>Music in school to continue in school alongside the music hub risk assessment.</p> <p>1/3/2021 Communication with staff and children to take place for updated risk assessment and arrangements for return to school. Clear communication about attendance important.</p> <p>1/3/3021 Ensure expectations around remote education are clear for staff and pupils</p> <p>1/3/2021 Ensure systems for protecting vulnerable children are communicated</p> <p>1/3/2021 Risk assessment for CEV and CV to be updated</p> <p>1/3/2021 Curriculum expectations and plan to be on the staff meeting agenda 2/3/2021. A broad and balanced curriculum to remain but support put into place to identify gaps and formative assessment supports children's needs on return to school. RSE on agenda for 2/3/2021</p> <p>8/1/2021 Catch-up plan to be reviewed</p> <p>2/3/2021 Risk assessment shared with staff highlighting the changes. Emails sent to all staff re ventilation and the disposal of face coverings</p>		<p>Face coverings (4/11/2020)</p> <p>In primary schools and education settings teaching year 6 and below, there is no change to the existing position. It is not mandatory for staff and visitors to wear face coverings. In situations where social distancing between adults in settings is not possible (for example when moving around in corridors and communal areas), settings have the discretion to recommend the use of face coverings for adults on site, for both staff and visitors.</p> <p>In schools where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. This was already the case for pupils in year 7 and above, and staff and visitors for those schools that were in areas where local alert level 'high' and 'very high'.</p> <p>Some individuals are exempt from wearing face coverings and we expect adults and pupils to be sensitive to those needs.</p> <p>Face coverings should also be worn by pupils in year 7 and above when travelling on dedicated school transport to secondary school or college.</p> <p>School workforce clinically extremely vulnerable staff (5/11/2020)</p> <p>Clinically extremely vulnerable children and staff</p> <p>Children</p> <p>More evidence has emerged that shows there is a very low risk of children becoming very unwell from coronavirus (COVID-19), even for children with existing health conditions. Most children originally identified as clinically extremely vulnerable no longer need to follow original shielding advice. Parents should be advised to speak to their child's GP or specialist clinician if they have not already done so, to understand whether their child should still be classed as clinically extremely vulnerable.</p> <p>Those children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend education whilst the national restrictions are in place. Schools will need to make appropriate arrangements to enable them to continue their education at home.</p> <p>Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend education.</p> <p>Parents of clinically extremely vulnerable children will be receiving a letter shortly confirming this advice.</p> <p>Staff</p> <p>Those individuals who are clinically extremely vulnerable are advised to work from home and not to go into work. Individuals in this group will have been identified through a letter from the NHS or from their GP, and may have been advised to shield in the past. Staff should talk to their employers about how they will be supported, including to work from home where possible, during the period of national restrictions.</p> <p>All other staff should continue to attend work, including those living in a household with someone who is clinically extremely vulnerable.</p> <p>Clinically vulnerable staff and children</p> <p>Staff and children who are clinically vulnerable or have underlying health conditions but are not clinically extremely vulnerable, may continue to attend school in line with current guidance.</p> <p>Wraparound provision and extra-curricular activity (5/11/23020)</p> <p>Out-of-school activities and wraparound childcare</p> <p>Out-of-school activities (including wraparound care) may continue to operate if their primary purpose is providing registered childcare, or where they are offering other childcare activities, where this is reasonably necessary to enable parents to:</p> <ul style="list-style-type: none"> work or search for work

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		<p>programme of asymptomatic testing</p> <ul style="list-style-type: none"> Plan for outbreaks in school to continue including. <ul style="list-style-type: none"> Continue to communicate with parents to ensure that school is informed of any positive test for staff or children Inform and seek advice from PHE and DFE Close contacts identified and informed verbally and by letter to self-isolate from date symptoms started or positive test if asymptomatic Letters send to rest of school community 			<ul style="list-style-type: none"> undertake training or education <p>Out-of-school activities may continue to operate for the purposes of respite care, including for vulnerable children.</p> <p>Out-of-school activities that are primarily used by home educating parents as part of their arrangements for their child to receive a suitable full-time education (which could include, for example, tuition centres, supplementary schools, or private tutors) may also continue to operate for the duration of the national restrictions.</p> <p>Youth support services, including 1-1 youth work and support groups, may also continue to operate. These settings should continue to undertake risk assessments and implement the system of controls set out in the protective measures for holiday clubs and after-school clubs and other out-of-school clubs for children during the coronavirus (COVID-19) outbreak guidance. Providers of youth services and activities should also refer to the National Youth Agency's guidance for managing youth sector spaces and activities during COVID-19, where it is relevant to do so.</p> <p>All other out of school activities, not being primarily used by parents for these purposes, should close for face-to-face provision for the duration of the national restrictions.</p> <p>Sport and physical education (5/11/2020)</p> <p>It is important that children continue to remain fit and active and, wherever possible, have the 60 active minutes of daily physical activity recommended by the Chief Medical Officers.</p> <p>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.</p> <p>Sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government are permitted. Schools must only provide team sports listed on the return to recreational team sport framework. Competition between different schools should not take place, in line with the wider restrictions on grassroots sport. Pupils should be kept in consistent groups and sports equipment thoroughly cleaned between each use by different individual groups.</p> <p>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</p> <p>Schools are able to work with external coaches, clubs and organisations for curricular activities where they are satisfied that it is safe to do so. Where schools are offering extra-curricular activities (that is, before and after school clubs) they should only do so where it is reasonably necessary to support parents to work, search for work, or undertake training or education, or where the provision is being used for the purposes of respite care.</p> <p>Schools should consider carefully how such arrangements can operate within their wider protective measures.</p> <p>Activities such as active miles, making break times and lessons active and encouraging active travel help to enable pupils to be physically active while encouraging physical distancing.</p> <p>Who this guidance is for</p> <p>This guidance is for everyone who has been identified as clinically extremely vulnerable. If you are in this group, you will previously have received a letter from the NHS or from your GP telling you this. You may have been advised to shield in the past.</p> <p>This guidance is effective from 2 December 2020.</p>

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		<ul style="list-style-type: none"> Remote learning set daily Letter sent to parents/carers early week beginning 1st March regarding return to school communicating procedures and expectations for attendance, CEV children CEV staff to isolate initially to 29th March 2021 <p>Face Coverings Face coverings continue to be worn in all communal areas and where social distancing between adults is not possible. Adults encouraged to use face coverings such as masks or visors when possible.</p> <p>How to Group Children Maintain class bubbles for all children at all times, specialist teaching to take place in those class bubbles. Any use of communal areas such as the computer suite to be cleaned between groups.</p> <p>Wraparound Care Plan to keep children from class bubbles separate for wraparound care (breakfast club) when it re-starts</p>			<p>Introduction This guidance has been updated to support the clinically extremely vulnerable in protecting themselves from exposure to coronavirus (COVID-19). It replaces previous guidance on shielding that was in place during the 4-week period of national restrictions. The guidance is set out in 2 parts:</p> <ol style="list-style-type: none"> Updated advice on protecting the clinically extremely vulnerable, based on the tiers of local restrictions in your area. The 3 tiers are Tier 1: Medium, Tier 2: High and Tier 3: Very High. The advice sets out the additional things people at the highest risk from COVID-19 are advised to do to keep themselves safe for each tier. Updated shielding advice that is more targeted and will only apply in some of the worst affected areas and only for a limited period of time. You are only advised to follow shielding advice if you receive a new written shielding notification. <p>Work Everyone is currently advised to work from home where possible. As a general principle, working from home reduces the chance of you being exposed to the virus. If you need support to work at home or in the workplace you can apply for Access to Work. Access to Work will provide support for the disability-related extra costs of working that are beyond standard reasonable adjustments an employer must provide. If you cannot work from home, you can still go to work in all tiers. Your employer is required to take steps to reduce the risk of exposure to COVID-19 in the workplace and should be able to explain to you the measures they have put in place to keep you safe at work. Where employers are not managing the risk of COVID-19, the Health and Safety Executive and local authorities will take action which can range from the provision of specific advice, issuing enforcement notices, stopping certain work practices until they are made safe and, where businesses fail to comply with enforcement notices, this could lead to prosecution. If you have concerns about your health and safety at work you can raise them with your workplace union, the Health and Safety Executive or your local authority. Consider how to get to and from work. If you need to use public transport, you must wear a face covering unless you are exempt. Consider travelling outside peak hours to reduce the number of people with whom you come into contact.</p> <p>Music, dance and drama in school All pupils should have access to a quality arts education. Music, dance and drama build confidence and help children live happier, more enriched lives, and discover the joy of expressing themselves. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance and drama takes place. Additional mitigations, such as extended social distancing, were previously required for singing, and playing of wind and brass instruments given concerns that these were potentially higher risk activities. Department for Culture, Media and Sport (DCMS) has commissioned further scientific studies to be carried out to develop the scientific evidence on these activities, which has allowed the government to reconsider appropriate mitigations and further research is continuing. Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, including guidance provided by the DCMS for professionals and non-professionals, available at working safely during coronavirus (COVID-19): performing arts. However, these studies have also indicated that it is the cumulative aerosol transmission from both those performing in, and attending, events which is likely to create risk. DCMS is continuing to develop a more detailed understanding of how to mitigate this potential aggregate risk, but in that context, organisations should follow the guidance set out below. Schools that offer specialist, elite provision in music, dance and drama should also consider this guidance alongside the DCMS guidance on the performing arts. Specialist provision delivered by further</p>

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		<p>Staffing across groups Minimise the use of staff across different groups of children. Where staff do work across different groups ensure social distancing and use of face coverings if appropriate.</p> <p>Promote and engage in asymptomatic testing This to continue for all participating members of staff at home twice a week.</p> <p>Attendance Is mandatory and normal systems will resume including recording according to guidance. use code X if a child is self-isolating or quarantining because of coronavirus (COVID-19) in accordance with relevant legislation or guidance published by PHE or the DHSC. Pupils and families who are anxious about returning to school will have their concerns discussed to provide reassurance about the measures in place. Communication to parents about attendance to be clear.</p> <p>Staff Rotas This will cease and staff return to normal work patterns</p>			<p>education (FE) providers or higher education (HE) providers should consider the respective Department for Education guidance for these sectors.</p> <p>Updated Guidance from the DFE February 2021 for full re-opening March 8th 2021</p> <p>Changes to guidance From 8 March, all pupils should attend school. Secondary pupils will be offered testing from 8 March. To prepare for this:</p> <ul style="list-style-type: none"> review and where necessary, update your risk assessment make sure you are following the system of controls to minimise the risk of infection, including plan for asymptomatic testing. have a contingency plan in place for outbreaks in your school or changes in restrictions communicate any changes in your processes to parents, Much of the content in this guidance will be familiar to you, as it replicates what was in place for the autumn term. <p>Specific changes include:</p> <p>use of face coverings in classrooms for secondary age pupils and staff</p> <ul style="list-style-type: none"> mandatory attendance expectations in different school phases current expectations for clinically extremely vulnerable pupils and staff curriculum expectations elective home education exams <p>Face Coverings In primary schools, face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering.</p> <p>How to Group Children Whatever the size of the group, they should be kept apart from other groups where possible. Encourage pupils to keep their distance within groups. Try to limit interaction, sharing of rooms and social spaces between groups as much as possible. You may keep pupils in their class groups for most of the classroom time, but also allow mixing in wider groups for:</p> <ul style="list-style-type: none"> specialist teaching wraparound care transport <p>Staffing across groups All teachers and other staff can operate across different classes and year groups to facilitate the delivery of the timetable and specialist provision. Where staff need to move between groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Try to minimise the number of interactions or changes wherever possible.</p> <p>Promote and engage in asymptomatic testing, where available Rapid testing remains a vital part of our plan to suppress the virus. Schools should follow the guidance set out. Daily contact testing instead of isolation not to take place. Primary age pupils will not be tested with LFD tests</p> <p>Attendance</p>

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		<p>CEV Children Request evidence from parents for non-attendance for this reason</p> <p>Remote Education To be provided from day 1. Pastoral support offered for all children not in school.</p> <p>Vulnerable children Where pupils who are self-isolating are within our definition of vulnerable, systems are in place to keep in contact with them. When a vulnerable pupil is required to self-isolate, we will</p> <ul style="list-style-type: none"> • notify their social worker (if they have one) • agree with the social worker the best way to maintain contact and offer support <p>We have procedures in place to:</p> <ul style="list-style-type: none"> • check if a vulnerable pupil is able to access remote education support • support them to access it (as far as possible) • regularly check if they are accessing remote education <p>CEV AND CV Staff To have regularly reviewed risk assessments.</p>			<p>School attendance will be mandatory for all pupils from 8 March. The usual rules on school attendance apply, including:</p> <ul style="list-style-type: none"> • parents' duty to secure their child's regular attendance at school (where the child is a registered pupil at school and they are of compulsory school age) • the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct <p>You should use code X if a child is self-isolating or quarantining because of coronavirus (COVID-19) in accordance with relevant legislation or guidance published by PHE or the DHSC. We will review and provide further advice to schools in due course on what should be included in pupils' attendance records in end of year reports.</p> <p>Staff Rotas You should not plan for staff rotas as there is no requirement to reduce occupancy in schools, schools should maintain the systems of control</p> <p>CEV Children You will be able to request from parents a copy of the shielding letter sent to CEV children, to confirm that they are advised not to attend school or other educational settings whilst shielding guidance is in place.</p> <p>Remote Education You are required to provide remote education to pupils who are unable to attend school because they are complying with government guidance or legislation around coronavirus (COVID-19), in the circumstances provided for in the Remote Education Temporary Continuity Direction. You should keep a record of this activity but do not need to record it in the attendance register.</p> <p>You should offer pastoral support to pupils who are:</p> <ul style="list-style-type: none"> • self-isolating • shielding • vulnerable <p>Pupils and families who are anxious about attending school It is likely that some pupils, parents and households may be reluctant or anxious about attending school. This may include pupils who:</p> <ul style="list-style-type: none"> • have themselves been shielding previously but have been advised they no longer need to shield • live in a household where someone is clinically vulnerable (CV) or CEV (including young carers) • are concerned about the possible increased risks from coronavirus (COVID- 19) such as those who have certain conditions such as obesity and diabetes <p>Discuss any concerns with parents and provide reassurance on the measures you are putting in place to reduce any risks. Remind parents that pupils of compulsory school age must be in school unless a statutory reason applies.</p> <p>You should also identify pupils who are reluctant or anxious about attending or who are at risk of disengagement and develop plans for re-engaging them. You may want to put particular emphasis on:</p> <ul style="list-style-type: none"> • disadvantaged and vulnerable children and young people • pupils who were persistently absent prior to the pandemic • pupils who have not engaged with school regularly during the pandemic <p>To support families who will need additional help to secure pupils' regular attendance, you can use the additional catch-up funding that has been provided, as well as existing pastoral and support services, attendance staff and pupil premium funding.</p>

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		<p>Measures and systems of control in place for staff.</p> <p>Volunteers Continue to minimise the number of external visitors to school. Share RA and guidance before attending school.</p> <p>Recruitment Review recruitment procedures in line with guidance should any arise.</p> <p>School Uniform Policies to be maintained in line with normal practice.</p> <p>Wraparound care Plan towards the resuming of breakfast club safely after Easter.</p> <p>Curriculum <ul style="list-style-type: none"> The curriculum remains broad and ambitious. All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. <p>Informed by these principles, you should meet the following key curriculum expectations:</p> <ul style="list-style-type: none"> Teach an ambitious and broad curriculum in all subjects. Where appropriate, teaching time should be prioritised to address </p>			<p>You should also work closely with other professionals across the education and health systems, where appropriate, to support school attendance. Please do continue to notify the pupil's social worker, if they have one, of non-attendance.</p> <p>Vulnerable children Where pupils who are self-isolating are within our definition of vulnerable, it is important that you put systems in place to keep in contact with them. When a vulnerable pupil is required to self-isolate, you should:</p> <ul style="list-style-type: none"> notify their social worker (if they have one) agree with the social worker the best way to maintain contact and offer support <p>You should have procedures in place to:</p> <ul style="list-style-type: none"> check if a vulnerable pupil is able to access remote education support support them to access it (as far as possible) regularly check if they are accessing remote education <p>School workforce School leaders are best placed to determine the workforce that is required in school, taking into account the updated advice set out in this section of the guidance for those staff who are CEV. The expectation is that those staff not attending school who are still able to work should do so from home where possible. Some roles, such as some administrative roles, may be conducive to home working, and you should consider what is feasible and appropriate. All staff must follow the system of controls to minimise the risks of transmission. Following the system of controls will reduce the risks to all staff significantly. You must explain to staff the measures you are putting in place to reduce risks and should discuss any concerns individuals may have.</p> <p>Staff who are clinically extremely vulnerable CEV staff are advised not to attend the workplace. Staff who are CEV will previously have received a letter from the NHS or their GP telling them this (no new letter is required), and there is guidance for everyone in this group. It provides advice on what additional measures individuals in this group can take. Employers should talk to their staff about how they will be supported, including to work from home. You should continue to pay CEV staff on their usual terms.</p> <p>Those living with someone who is CEV can still attend work where home-working is not possible and should ensure they maintain good prevention practice in the workplace and home settings. The shielding guidance is reviewed regularly. CEV individuals will be advised in advance of any extension or end date to inform them of changes or continuation of the guidance. CEV individuals (over 18) have been prioritised for vaccination in phase 1 before the general population and in line with the priority ordering set by the Joint Committee on Vaccination and Immunisation. Current DHSC guidance, informed by PHE, currently advises that CEV individuals should continue to shield even after they have been vaccinated. This may change as we get further data on the effects of vaccination.</p> <p>Staff who are clinically vulnerable CV staff can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission. Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home.</p>

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		<p>the most significant gaps in pupils' knowledge. You should ensure that curriculum planning is informed both by an assessment of pupils' starting points and gaps in their knowledge, and an understanding of what is the most critical content for progression. To achieve this, you may need to make substantial modifications to your curriculum and should make effective use of regular formative assessment while avoiding the introduction of unnecessary tracking systems. You can use existing flexibilities to create time to cover the most important content in which pupils are not yet secure.</p> <p>RSE Education To follow the programme established for 2020-21</p> <p>PE to continue in class groups outside.</p> <p>Catch-up support Catch-up plan to be reviewed</p> <p>Use of face coverings and disposal Face coverings to be worn careful.</p>			<p>Staff who may otherwise be at increased risk from coronavirus (COVID-19) Current evidence shows that a range of factors mean that some people may be at comparatively increased risk from coronavirus (COVID-19). Those at particularly high risk from a range of underlying health conditions should now have been included in the CEV group and will be receiving a letter to confirm this. For others who feel they may be at increased risk, where it is not possible to work from home, these staff can attend school as long as the system of controls set out in this guidance are in place. You should continue with an equitable approach to risk management for your workforce, recognising that staff may have a variety of baseline risks. Work continues to build our understanding of what these baseline factors are and the increased risks they pose. There is further information available on who is at higher risk from coronavirus. Staff who live with those who may have comparatively increased risk from coronavirus (COVID-19) can attend the workplace where it is not possible to work from home.</p> <p>Other support Volunteers may be used to support the work of the school, as would usually be the case. It is important that they are properly supported and given appropriate roles. Where you are using volunteers, continue to follow the checking and risk assessment process in the volunteer section of keeping children safe in education. Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity. Mixing of volunteers across groups should be kept to a minimum, and they should adhere to the system of controls in place.</p> <p>Recruitment You can continue recruiting members of staff. The Teaching Vacancies service can help schools to list vacancies for both permanent and fixed-term teaching staff quickly. Schools should consider a flexible approach to interviews, with alternative options to face-to-face interviews offered where possible. The DfE teaching blog provides: <ul style="list-style-type: none"> • information on the experience of implementing interviews remotely • advice that can be sent to candidates on how to prepare for remote interviews Where face-to-face meetings are necessary, you should share the school's control measures in advance and make it clear to candidates that they must follow the system of controls that you have in place. This includes any requirements for wearing face coverings where social distancing cannot be managed safely.</p> <p>Remote education Attendance will be mandatory for all pupils of compulsory school age from 8 March. Schools affected by the Remote Education Temporary Continuity Direction are still required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around coronavirus (COVID-19). This includes, for example, where such guidance means that a class, group or small number of pupils need to self-isolate or that clinically extremely vulnerable children are to shield. All such pupils not physically unwell should have access to remote education as soon as reasonably practicable, which may be the next school day. Where secondary schools are operating a phased return of pupils in the week commencing 8 March to allow for testing that week, we expect schools to provide remote education for all pupils not yet expected to attend on-site.</p> <p>School uniform We would encourage all schools to maintain their usual uniform policies. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone. Uniforms do not need to be cleaned:</p>

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		<p>Guidance shared with staff about disposal and handling coverings and washing hands after touching.</p> <p>Ventilation Areas of school should be kept well ventilated following the guidance (below). Opening windows but not causing a breeze. Ventilating classrooms by opening doors and windows at playtime and lunchtime etc.</p> <p>31/3/2021 CEV Staff Any staff who are CEV encouraged to work from home. If not full risk assessment in place.</p> <p>31/3/2021 Educational Visits No educational visits that require transport to take place. Local visits to be planned and risk assessed from 12th April.</p> <p>31/3/2021 Wraparound care will be reviewed summer term 1.</p> <p>31/3/2021 Physical Activity in school To continue physical activity outside. To not undertake any cross bubble or team sports.</p>			<ul style="list-style-type: none"> • more often than usual • using different methods <p>Think about how you will manage pupil non-compliance. Taking a mindful and considerate approach may help parents who have difficulty obtaining uniform items or are experiencing financial pressures. Increased ventilation may make school buildings cooler than usual over the winter months. Consider allowing pupils to wear additional items of clothing in addition to the school's current uniform. Where this occurs, no extra financial pressure should be placed on parents.</p> <p>Wraparound provision and extra-curricular activity From 8 March, you should work to resume all your before and after-school educational activities and wraparound childcare for your pupils, where this provision is necessary to support parents to work, attend education and access medical care, and to support pupil's wider education and training. We will amend the Health Protection (Coronavirus, Restrictions) (All Tiers) (England) Regulations 2020 to allow for this. Vulnerable children can attend these settings regardless of circumstance. You should advise parents that where they are accessing this provision for their children, that they should only be using this, where:</p> <ul style="list-style-type: none"> • the provision is being offered as part of the school's educational activities (including catch-up provision) • the provision is to support their child's efforts to obtain a regulated qualification or meet the entry requirements of an education institution • the use of the provision is reasonably necessary to support them to work, seek work, undertake education or training, attend a medical appointment or address a medical need or attend a support group <p>You should also continue to work closely with any external wraparound providers which your pupils may use to try to keep children in the same bubble they are in during the school day, as far as possible. The guidance for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children may help you to plan extra-curricular provision.</p> <p>Curriculum You should ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the support needed to make good progress. The key principles that underpin our advice on curriculum planning are as follows:</p> <ul style="list-style-type: none"> • Education is not optional. All pupils receive a high-quality education that promotes their development and equips them with the knowledge and cultural capital they need to succeed in life. • The curriculum remains broad and ambitious. All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. <p>Informed by these principles, you should meet the following key curriculum expectations:</p> <ul style="list-style-type: none"> • Teach an ambitious and broad curriculum in all subjects. Where appropriate, teaching time should be prioritised to address the most significant gaps in pupils' knowledge. You should ensure that curriculum planning is informed both by an assessment of pupils' starting points and gaps in their knowledge, and an understanding of what is the most critical content for progression. To achieve this, you may need to make substantial modifications to your curriculum and should make effective use of regular formative assessment while avoiding the introduction of unnecessary tracking systems. You can use existing flexibilities to create time to cover the most important content in which pupils are not yet secure. <p>Early years foundation stage (EYFS) to Key Stage 3 For pupils in Reception, disaplications of specific EYFS requirements can be used where coronavirus (COVID-19) restrictions prevent settings delivering the EYFS in full.</p> <p>52 You may consider focusing more on the prime areas of learning in the EYFS, including communication and language, personal, social and emotional development, and physical development, if you think this would support your children following time out due to coronavirus (COVID-19). For pupils in Reception,</p>

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		<p>11/4/2021 LFD and PCR Tests Staff will continue to test twice a week and any positive LFD test result will be followed by a confirming PCR test. Staff will be advised to self-isolate until the negative result comes through.</p> <p>11/4/2021 Face Coverings The guidance for wearing these at primary school will continue to be followed and adults should wear face coverings where it is difficult to socially distance</p> <p>17th May 2017 highlighted in khaki. Changes in guidance are around:</p> <ul style="list-style-type: none"> • face coverings • attendance • advice on pupils who are abroad • pupils travelling to the UK from abroad • educational visits • wraparound provision and extra-curricular activity music, dance and drama school – performances • pupil wellbeing and support <p>17th May 2021 Face coverings: Still to be worn by adults in school in all communal areas</p>			<p>teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary. For Reception, consider how all groups of children can be given equal opportunities for outdoor education.</p> <p>Key Stages 1 and 2 For pupils in Key Stages 1 and 2, you are expected to prioritise identifying gaps and re-establishing good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. You should ensure your curriculum offer remains broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, music and the arts, physical education and sport, religious education and, at Key Stage 2, languages.</p> <p>Relationships, sex and health education (RSHE) Schools are required to provide some relationships, sex and health education to all secondary age pupils in the academic year 2020 to 2021, and to provide some relationships and health education to all primary age pupils. You are also required by law to publish a Relationships and Sex Education (RSE) policy and to consult parents on this. You must engage with parents on the school’s RSE policy. You can do this online and do not necessarily need to do so in person. You may choose to focus this year’s RSHE teaching on the immediate needs of your pupils, such as health education, introducing a more comprehensive RSHE programme in September 2021. You should prioritise RSHE content based on the needs of your pupils, with particular attention to the importance of positive relationships, as well as mental and physical health.</p> <p>Physical activity in schools You have the flexibility to decide how physical education, sport and physical activity will be provided while following the measures in your system of controls. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups. You can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within your own system of controls. For sport provision, outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils, and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sport setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. Where you are considering team sports you should only consider those sports whose national governing bodies have developed guidance under the principles of the government’s guidance on team sport and been approved by the government i.e. sports on the list available at grassroots sports</p> <p>Catch-up support You will decide how the catch-up premium provided by Government is spent in your school. To help schools make the best use of this funding, the Education Endowment Foundation (EEF) has published a support guide for schools with evidence-based approaches to catch up and a further school planning guide: 2020 to 2021. The National Tutoring Programme will continue to offer tuition as normal and schools should continue to sign up and engage with the programme.</p> <p>Disposing of PPE and face coverings Used PPE and any disposable face coverings that staff, children, young people or students wear should be placed in a refuse bag and can be disposed of as normal domestic waste. If the wearer has symptoms</p>

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		<p>inside, outside on the playground and inside where it is impossible to socially distance.</p> <p>17th May 2021 Attendance children who are abroad Children who do not attend school from day one will be followed up as in our attendance policy.</p> <p>17th May 2021 Travel to the UK from abroad Children who travel from countries on the appropriate list and who are advised to isolate will be provided with remote learning.</p> <p>17th May 2021 Educational Day Visits All visits planned between now and the end of summer term will take place in line with our current system of controls. In order for a visit to take place children must be able to remain in their class bubble at all times.</p> <p>17th May 2021 Transition and Taster Days Transitional, taster and open days will be risk assessed so that they run in line with our system of controls.</p>			<p>of coronavirus (COVID-19), disposal of used PPE and face coverings should be in line with COVID-19: cleaning of non-healthcare settings outside the home.</p> <p>Used PPE and disposable face coverings should not be put in a recycling bin or dropped as litter. Education, childcare and children's social care settings should provide extra waste bins for staff and customers to throw away disposable face coverings and PPE and should ensure that staff and customers do not use a recycling bin. Settings should communicate clearly to pupils, staff and visitors a process for when face coverings should be worn within certain settings. The safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of reusable face coverings in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully. Staff, pupils and students may consider bringing a spare face covering to wear in the event that their face covering becomes damp during the day. See further guidance on face coverings in education settings. To dispose of waste such as disposable cleaning cloths, face coverings, tissues and PPE from people with symptoms of coronavirus (COVID-19), including people who are self-isolating and members of their household:</p> <ul style="list-style-type: none"> • put it in a plastic rubbish bag and tie it when full • place the plastic bag in a second bin bag and tie it • put it in a suitable and secure place marked for storage for 72 hours <p>This waste should be stored safely and securely kept away from children. You should not put your waste in communal waste areas until the waste has been stored for at least 72 hours. Storing for 72 hours saves unnecessary waste movements and minimises the risk to waste operatives. This waste does not require a dedicated clinical waste collection in the above circumstances. Settings such as residential care homes or special schools that generate clinical waste should continue to follow their usual waste policies. Read COVID-19: cleaning of non-healthcare settings outside the home.</p> <p>Maintain enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents Cleaning should be generally enhanced, including:</p> <ul style="list-style-type: none"> • more frequent cleaning of rooms or shared areas that are used by different groups • cleaning frequently touched surfaces more often than normal, such as: <ul style="list-style-type: none"> ○ door handles ○ handrails ○ table tops ○ play equipment ○ toys ○ electronic devices (such as phones) • cleaning toilets regularly • encouraging children, young people and students to wash their hands thoroughly after using the toilet • if your site allows it, allocating different groups their own toilet blocks <p>When cleaning, use the usual products, like detergents and bleach, because these are very effective at getting rid of the virus on surfaces. All education, childcare and children's social care settings should follow the PHE guidance on cleaning for non-healthcare settings. This contains advice on the general cleaning required in addition to the existing advice on cleaning when there is a suspected case.</p>

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		<p>17th May 2021 Wraparound provision and extra-curricular activity</p> <p>The re-opening of breakfast club will be investigated for after half-term. The children who attend will have to socially distance from children in other bubbles. The intention would be to have the normal system of controls in place, have it outdoors when possible and have separate socially distanced tables inside for one class per table.</p> <p>Other clubs will only take place if they are for a class at a time.</p> <p>17th May 2021 Music, dance and drama in school</p> <p>Music will continue in a socially distanced way. No wind or brass instruments this term. Singing and string instruments for whole class lessons. Take place in the hall with children facing forward. Teacher to socially distance and wear a face covering. Performances will be risk assessed and not commence until June 21st at the earliest and will take place outside if possible.</p>			<p>Keep occupied spaces well ventilated Good ventilation reduces the concentration of the virus in the air, which reduces the risk from airborne transmission. This happens when people breathe in small particles (aerosols) in the air after someone with the virus has occupied an enclosed area. It is important to ensure that occupied spaces are well ventilated and a comfortable environment is maintained. These can be achieved using the following measures.</p> <p>Natural ventilation Open windows for natural ventilation. In cooler weather, windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space. Opening internal doors can also assist with creating a throughput of air. If necessary, external opening doors may also be used (as long as they are not fire doors and where safe to do so).</p> <p>Balancing the need for increased ventilation while maintaining a comfortable temperature You may want to consider:</p> <ul style="list-style-type: none"> opening high level windows in colder weather in preference to low level to reduce draughts increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused) providing flexibility to allow additional, suitable indoor clothing rearranging furniture where possible to avoid direct draughts <p>Heating should be used as necessary to ensure comfort levels are maintained, particularly in occupied spaces. Further advice on this can be found in Health and Safety Executive (HSE) guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) guidance.</p> <p>Updates 31/3/2021 CEV Staff Those living with someone who is CEV can still attend work where home-working is not possible and should ensure they maintain good prevention practice in the workplace and home settings.</p> <p>Shielding advice is being paused nationally from 31 March. From 1 April, CEV individuals are no longer advised to shield but must continue to follow the rules in place for everyone under the current national restrictions. Staff in schools who are CEV will be advised to continue to work from home where possible, but if they cannot work from home should attend their workplace. CEV individuals (over 18) have been prioritised for vaccination in phase 1 before the general population and in line with the priority ordering set by the Joint Committee on Vaccination and Immunisation. Current DHSC guidance advises that CEV individuals should continue to shield until 1 April, even after they have been vaccinated. This may change as we get further data on the effects of vaccination.</p> <p>Staff who are clinically vulnerable (CV) CV staff can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission. Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home.</p> <p>Pregnancy You will need to follow the specific guidance for pregnant employees because pregnant women are considered CV. In some cases, pregnant women may also have other health conditions that mean they are considered CEV, where the advice for clinically extremely vulnerable staff will apply. COVID-19 vaccination: a guide for women of childbearing age, pregnant or breastfeeding contains vaccination advice.</p>

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		<p>17th May 2021 Pupil wellbeing and support Staff to follow up any child/ren who are in need of support. ELSA/MAST offered as appropriate, PSHE discussions give children the opportunity to discuss worries. Staff to be vigilant about wellbeing and feed any concerns into the weekly safeguarding meeting.</p> <p>17th May 2021 School workforce Mental Health Ensure that staff are regularly signposted to resources to support mental health and wellbeing. Ensure an open-door policy for staff to ask questions and guidance around Covid-19 measures.</p> <p>17th May 2021 CEV/CV staff All staff classed as vulnerable to have an individual risk assessment updated and be responsible for complying with the systems of control in place. Staff to report any concerns to the principal.</p>			<p>Your workplace risk assessment should already consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers. If you are notified that an employee is pregnant, breastfeeding, or has given birth within the last 6 months, you should check the workplace risk assessment to see if any new risks have arisen. An assessment may help identify any additional action that needs to be taken to mitigate risks.</p> <p>Any risks identified at that point, or later during the pregnancy, in the first 6 months after birth, or while the employee is still breastfeeding, must be included and managed as part of the general workplace risk assessment. You must take appropriate sensible action to reduce, remove or control the risks.</p> <p>As part of your risk assessment, you should consider whether adapting duties and/or facilitating home working may be appropriate to mitigate risks.</p> <p>You should be aware that pregnant women from 28 weeks' gestation, or with underlying health conditions at any point of gestation, may be at greater risk of severe illness if they catch coronavirus (COVID-19). This is also the case for pregnant women with underlying health conditions that place them at greater risk of severe illness if they catch coronavirus (COVID-19).</p> <p>We recommend that schools follow the same principles for pregnant pupils, in line with their wider health and safety obligations.</p> <p>Read more guidance and advice on coronavirus (COVID-19) and pregnancy from the Royal College of Gynaecologists.</p> <p>Staff who may otherwise be at increased risk from coronavirus (COVID-19) Current evidence shows that a range of factors mean that some people may be at comparatively increased risk from coronavirus (COVID-19). Those at particularly high risk from a range of underlying health conditions are now included in the CEV group and should have received a letter confirming this. Shielding advice is being paused nationally from 31 March. From 1 April, CEV individuals are no longer advised to shield but must continue to follow the rules in place for everyone under the current national restrictions. Staff in schools who are CEV will be advised to continue to work from home where possible, but if they cannot work from home should attend their workplace.</p> <p>For others who feel they may be at increased risk, where it is not possible to work from home, these staff can attend school as long as the system of controls set out in this guidance are in place. You should continue with an equitable approach to risk management for your workforce, recognising that staff may have a variety of baseline risks. Work continues to build our understanding of what these baseline factors are and the increased risks they pose.</p> <p>There is further information available on who is at higher risk from coronavirus.</p> <p>Staff who live with those who may have comparatively increased risk from coronavirus (COVID-19) can attend the workplace where it is not possible to work from home.</p> <p>Employers' health and safety obligations Employers have a legal obligation to protect their employees, and others, including children, from harm. Employers should continue to assess and update health and safety risks in the usual way, especially in the light of any changing circumstances.</p> <p>Following the system of controls will help you:</p> <ul style="list-style-type: none"> mitigate the risks of coronavirus (COVID-19) to pupils and staff meet your legal duties to protect employees and others from harm <p>The Health and Safety Executive published guidance on first aid during coronavirus (COVID-19) which:</p> <ul style="list-style-type: none"> supports local risk assessments provides guidance for first aiders <p>Equalities duties You must continue to meet your equalities duties. See the Equality Act 2010 advice for schools for more information.</p>

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					<p>Supporting staff All employers have a duty of care to their employees, and this extends to their mental health. Make sure you have explained to all staff the measures you are putting in place. Discuss with all staff any changes in place as part of these measures. Because some staff may be particularly anxious about returning, you may need extra systems in place to support staff wellbeing. Read about the:</p> <ul style="list-style-type: none"> extra mental health support for pupils and teachers Wellbeing for Education return programme <p>Education Support provides a free helpline for school staff and targeted support for mental health and wellbeing.</p> <p>Staff deployment You may need to alter the way in which you deploy your staff and use existing teaching and support staff more flexibly. You should ensure that you continue to have appropriate support in place for pupils with SEND. Any redeployments of staff should not be made at the expense of supporting pupils with SEND. You should discuss and agree any proposed changes in role or responsibility with members of staff, ensuring staff members have the appropriate skills, expertise and experience to carry out the work, and all appropriate checks are made if they are engaging in regulated activity (see part 3 of keeping children safe in education for further information). This includes making sure that for any interventions or care for pupils with complex needs:</p> <ul style="list-style-type: none"> safe ratios are met specific training is undertaken <p>You should be satisfied that staff have the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role or responsibility with the staff. Staff who are not teachers may be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher. This is covered under the:</p> <ul style="list-style-type: none"> Education (Specified Work) (England) Regulations 2012 for maintained schools and non-maintained special schools the freedoms provided under the funding agreement for academies <p>If having pursued all the immediate options available, you still have concerns about staffing capacity, you should talk to your local authority or trust point of contact. Further support on staff deployment is available including:</p> <ul style="list-style-type: none"> a workload reduction toolkit to help review and minimise unnecessary burdens the Education Endowment Foundation’s (EEF) guidance on making the best use of teaching assistants <p>Supply staff and other temporary or peripatetic staff You can continue to use supply teachers and staff. We recommend using the Crown Commercial Service’s agency supply deal when hiring agency workers. This offers a list of preferred suppliers, who must provide transparent charging rates. You can get support by emailing supplyteachers@crowncommercial.gov.uk with your school’s requirements and contact details. Supply staff and other temporary or peripatetic staff can move between schools. Such staff and visitors must follow your school’s arrangements for managing and minimising risk based on the system of controls. They should also have access to information on the safety arrangements and be provided with this as soon as possible after the booking. This also applies to other temporary staff and volunteers working in schools such as:</p> <ul style="list-style-type: none"> support staff working on a supply basis peripatetic staff such as music tutors and sports coaches those working in before and after school clubs

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					<p>Educational visits</p> <p>In line with current coronavirus (COVID-19) restrictions, we continue to advise against undertaking all educational visits.</p> <p>DfE recognises the significant benefits of educational visits for children’s educational development as well as their mental health and wellbeing and is taking steps to allow children to enjoy visits in line with the government’s roadmap. The <u>roadmap</u> is driven by data, not dates. The government will only move from one step to the next when it is safe to do so and based on 4 tests.</p> <p>For that reason, all dates are indicative and subject to change. Advice will be updated in line with the roadmap.</p> <p>Educational day visits</p> <p>In line with the roadmap, should step 2 commence as planned, schools can resume educational day visits no earlier than 12 April.</p> <p>Any educational day visits must be conducted in line with relevant coronavirus (COVID-19) secure guidelines and regulations in place at that time. This includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination. Schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely. As part of this risk assessment, schools will need to consider what control measures need to be used and follow wider advice on visiting indoor and outdoor venues. Schools should consult the <u>health and safety guidance on educational visits</u> when considering visits.</p> <p>Domestic residential educational visits</p> <p>In line with the roadmap, we advise against domestic residential educational visits until at least step 3, no earlier than 17 May.</p> <p>The roadmap is driven by data not dates. The approach to domestic residential visits is dependent on the roadmap and is subject to change.</p> <p>Wraparound care</p> <p>As of 8 March, you should be working to resume all your before and after-school educational activities and wraparound childcare for your pupils, where this provision is necessary to support parents to work, attend education and access medical care, and as part of pupil’s wider education and training. We will amend the Health Protection (Coronavirus, Restrictions) (All Tiers) (England) Regulations 2020 to allow for this. Vulnerable children can attend these settings regardless of circumstance.</p> <p>Until 29 March, you should advise parents that where they are accessing this provision for their children, that they must only be using this, where one of the following applies:</p> <ul style="list-style-type: none">the provision is being offered as part of the school’s educational activities (including catch-up provision)the provision is for a vulnerable child or young personthe provision is as part of their child’s efforts to obtain a regulated qualification or meet the entry requirements of an education institutionthe use of the provision is reasonably necessary to support them to:<ul style="list-style-type: none">workseek workundertake education or trainingattend a medical appointmentaddress a medical needattend a support group <p>From 29 March, all parents will also be able to access provision for one of these additional purposes:</p> <ul style="list-style-type: none">where the provision is taking place outdoors - all children may access outdoor provision regardless of circumstances

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					<ul style="list-style-type: none"> their children are eligible for free school meals and are attending provision as part of the holiday activities and food programme <p>As part of step 2 (no earlier than 12 April) of the roadmap, all parents may access wraparound and extra-curricular provision, without any restrictions on the reasons for which they may attend. You should continue to work closely with any external wraparound providers which your pupils may use to minimise mixing between children. This can be achieved by taking steps such as trying to keep children in the same school day bubble or school together, or in consistent groups.</p> <p>If the provision is taking place indoors and it is not possible to group children in the same bubble as they are in during the school day, providers should try to keep them in consistent groups of no more than 15 children and at least one staff member.</p> <p>For outdoor provision, until 29 March, providers should continue to keep children in small groups of no more than 15 children, in line with the advice on indoor provision.</p> <p>From 29 March, when all outdoor sports and supervised activities for children will be able to open without restrictions on attendance, activities taking place outdoors can happen in groups of any number. This is because the transmission risk is lower outside.</p> <p>The guidance for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children may help you to plan extra-curricular provision.</p> <p>Where parents are using external childcare providers or out of school extra-curricular activities for their children, you should also:</p> <ul style="list-style-type: none"> advise them to limit their use of multiple out-of-school settings providers, and to only use one out-of-school setting in addition to school as far as possible. encourage them to check providers have put in place their own protective measures send them the link to the guidance for parents and carers <p>If you hire out your premises for use by external wraparound childcare providers, such as after-school or holiday clubs, make sure these organisations have:</p> <ul style="list-style-type: none"> considered the relevant government guidance for their sector put in place protective measures <p>Physical activity in schools</p> <p>You have the flexibility to decide how physical education, sport and physical activity will be provided while following the measures in your system of controls.</p> <p>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups.</p> <p>You can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within your own system of controls.</p> <p>For sport provision, outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils, and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sport setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</p> <p>Where you are considering team sports you should only consider those sports whose national governing bodies have developed guidance under the principles of the government’s guidance on team sport and been approved by the government such as sports on the list available at grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events.</p> <p>From 29 March, outdoor competition between different schools can take place.</p> <p>Indoor competition between different schools should not take place until wider indoor grassroots sport for under 18s is permitted. This will be no earlier than 12 April and we will confirm in due course.</p> <p>Refer to:</p> <ul style="list-style-type: none"> guidance on grassroot sports for public and sport providers, safe provision and facilities, and guidance from Sport England

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					<ul style="list-style-type: none"> advice from organisations such as the Association for Physical Education and the Youth Sport Trust guidance from Swim England on school swimming and water safety lessons available at returning to pools guidance documents using changing rooms safely <p>You can work with external coaches, clubs and organisations for curricular and extra-curricular activities. You must be satisfied that it is safe to do.</p> <p>Activities such as active miles, making break times and lessons active and encouraging active travel can help pupils to be physically active while encouraging physical distancing.</p> <p>Confirmatory PCR tests Staff or pupils with a positive LFD test result must self-isolate in line with the stay-at-home guidance. They will also need to arrange a lab-based polymerase chain reaction (PCR) test to confirm the result. If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self-test LFD test and the pupil can return to school. Those with a negative LFD test result can also continue to attend school and use protective measures.</p> <p>Primary schools Staff in primary schools will continue to test with LFDs twice a week at home, as per existing guidance on testing for staff in primary schools and nurseries. Primary age pupils will not be tested with LFDs. Public Health England have advised there are currently limited public health benefits attached to testing primary pupils with lateral flow devices. Primary age pupils may find the LFD testing process unpleasant and are unable to self-swab. We will review this approach in light of any emerging evidence. All primary school pupils were expected to return to school on 8 March.</p> <p>Face Coverings In primary schools, we recommend that face coverings should be worn by staff and adults (including visitors) in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school should not wear face coverings.</p> <p>The use of face coverings may have a particular impact on those who rely on visual signals for communication. Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are currently exempt from any requirement to wear face coverings in schools or in public places.</p> <p>Transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. There is currently very limited evidence regarding the effectiveness or safety of transparent face coverings, but they may be effective in reducing the spread of coronavirus (COVID-19).</p> <p>Schools have a duty to make reasonable adjustments for disabled pupils and students, to support them to access education successfully.</p> <p>The following is a non-exhaustive list of possible adjustments:</p> <p>the provision and effective use of assistive listening devices, such as radio aids an increased focus on the listening environment, minimising all unnecessary background noise - steps should be taken so that children with hearing loss are taught in classrooms with the best possible acoustic conditions allowing the use of speech-recognition apps on mobile devices and tablets in classrooms, taking into account possible variations in the effectiveness of such apps in different classroom situations</p>

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					<p>additional communication support, including remote speech-to-text reporters or sign language interpreters</p> <p>separate one-to-one teaching and support, without the use of face coverings and in rooms where social distancing can be achieved or through a Perspex panel</p> <p>Where appropriate, education settings should discuss with pupils and parents the types of reasonable adjustments that are being considered to support an individual.</p> <p>Face visors or shields can be worn by those exempt from wearing a face covering but they are not an equivalent alternative in terms of source control of virus transmission. They may protect the wearer against droplet spread in specific circumstances but are unlikely to be effective in preventing the escape of smaller respiratory particles when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.</p> <p>Exemptions</p> <p>Where face coverings are recommended there are some circumstances where people may not be able to wear a face covering.</p> <p>This includes (but is not limited to):</p> <p>people who cannot put on, wear or remove a face covering because of a physical or mental illness or impairment, or disability</p> <p>where putting on, wearing or removing a face covering will cause you severe distress</p> <p>if you are speaking to or providing assistance to someone who relies on lip reading, clear sound or facial expressions to communicate</p> <p>to avoid harm or injury, or the risk of harm or injury, to yourself or others – including if it would negatively impact on your ability to exercise or participate in a strenuous activity</p> <p>The same exemptions will apply in education and childcare settings and you should be sensitive to those needs, noting that some people are less able to wear face coverings and that the reasons for this may not be visible to others.</p> <p>Access to face coverings</p> <p>Due to the increasing use of face coverings in wider society, staff and pupils are already likely to have access to face coverings. PHE has also published guidance on how to make a simple face covering.</p> <p>You should have a small contingency supply available for people who:</p> <p>are struggling to access a face covering</p> <p>are unable to use their face covering as it has become damp, soiled or unsafe</p> <p>have forgotten their face covering</p> <p>No pupil should be denied education on the grounds that they are not wearing a face covering.</p> <p>Safe wearing and removal of face coverings</p> <p>You should have a process for when face coverings are worn within your school and how they should be removed. You should communicate this process clearly to pupils, staff and visitors and allow for adjustments to be made for pupils with SEND who may be distressed if required to remove a face covering against their wishes.</p> <p>Safe wearing of face coverings requires the:</p> <p>cleaning of hands before and after touching – including to remove or put them on</p> <p>safe storage of them in individual, sealable plastic bags between use</p>

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					<p>Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully. Staff and pupils may consider bringing a spare face covering to wear if their face covering becomes damp during the day.</p> <p>You must instruct pupils to:</p> <p>not touch the front of their face covering during use or when removing it dispose of temporary face coverings in a ‘black bag’ waste bin (not recycling bin) place reusable face coverings in a plastic bag they can take home with them wash their hands again before heading to their classroom Separate guidance is available on preventing and controlling infection, including the use of PPE, in education, childcare and children’s social care settings.</p> <p>Updates and changes in guidance from May 17th 2021. Face coverings: Ensure face coverings are used in recommended circumstances Based on the current state of the pandemic and the positive progress being made, it is no longer necessary to recommend the additional precautionary face covering measures put in place from the 8 March. From 17 May, in line with Step 3 of the roadmap, face coverings will no longer be recommended for pupils in classrooms or communal areas in all schools. Face coverings will also no longer be recommended for staff in classrooms. In all schools we continue to recommend that face coverings should be worn by staff and visitors in situations outside of classrooms where social distancing is not possible.</p> <p>the guidance also says: <i>“The reintroduction of face coverings for pupils, students or staff may be advised for a temporary period in response to particular localised outbreaks, including variants of concern. In all cases, any educational drawbacks should be balanced with the benefits of managing transmission. The Local Action Committee structure (Bronze/Silver/Gold) should be used in such circumstances to re-introduce the use of face coverings. Immediate outbreak response (at the level of individual settings or a cluster of settings) remains for local Directors of Public Health to advise on.”</i></p> <p>Attendance : Advice on pupils who are abroad Pupils abroad who are unable to return You should continue to work with local authorities to engage with families who are abroad to understand the child’s circumstances and their plans to return. You should encourage families to return where they are able to, emphasising the benefits of regular school attendance and reminding them that school attendance is mandatory. Recording attendance Recording attendance You should record attendance in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended) for all pupils. You should use code X if a child is self-isolating or quarantining because of COVID-19 in accordance with relevant legislation or guidance published by PHE or the DHSC. We will review and provide further advice to schools in due course on what should be included in pupils’ attendance records in end of year reports. Attendance register and codes For each session that the pupil is absent, you must keep an accurate record in the attendance register. As always, it is up to you to decide how to record sessions in the attendance register based on the child’s circumstances and in line with the Education (Pupil Registration) (England) Regulations 2006 as amended. In these situations, code X (not attending in circumstances related to coronavirus) is unlikely to apply. In some specific cases, code Y (unable to attend due to exceptional circumstances) will apply where a pupil is unable to attend because a national emergency has resulted in widespread disruption to travel. Code Y is unlikely apply in circumstances where families are not travelling back to the UK for other reasons (for example choosing to remain 33 abroad, or looking to avoid quarantine). Where code Y does not apply, schools should consider the authorised and unauthorised absence codes</p>

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					<p>to identify the appropriate one. Further guidance about the use of codes is provided in the school attendance guidance. Admission register A pupil's name can only lawfully be deleted from the admission register on the grounds prescribed in regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 as amended. Schools may wish to seek their own legal advice and should ensure that they have appropriate evidence before deleting a pupil's name from the admission register. Remote education Where you are able to do so, you should provide remote education for pupils who are abroad, and facing challenges to return due to COVID-19 travel restrictions, for the period they are abroad.</p> <p>Travel to the UK from abroad</p> <p>Travel and quarantine All pupils travelling to England must adhere to government travel advice and parents should bear in mind the impact on their child's education which may result from any requirement to quarantine or isolate upon return. Those arriving from a 'red list' country, or have transited through one in the past 10 days, must quarantine in a government approved facility with a parent or legal guardian rather than at home.</p> <p>Educational Visits</p> <p>Educational visits We recognise the significant benefits of educational visits for children's educational development, as well as their mental health and wellbeing. We are taking steps to allow pupils to enjoy visits in line with the government's roadmap. The roadmap is driven by data, not dates. The government will only move from one step to the next when it is safe to do so and based on 4 tests. For that reason, all dates are indicative and subject to change. This advice has now been updated to reflect the Prime Minister's announcement regarding Step 3. Advice will continue to be updated in line with the roadmap.</p> <p>Educational day visits In line with the roadmap, schools were able to resume educational day visits from 12 April. Any educational day visits must be conducted in line with relevant COVID-secure guidelines and regulations in place at that time. This includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination. You should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely. As part of this risk assessment, you will need to consider what control measures need to be used and follow wider advice on visiting indoor and outdoor venues. You should consult the health and safety guidance on educational visits when considering visits.</p> <p>Domestic residential educational visits In line with the roadmap, schools can undertake domestic residential education visits, from 17 May. Any domestic residential educational visits must be conducted in line with relevant COVID-19 guidance and regulations in place at that time. You should keep children within their consistent groups (bubbles) for the purpose of the visit. Risk assessment for residential educational visits Annex C sets out the conditions that should be met when planning and undertaking a residential educational visit as part of Step 3. You should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely. You should consider the principles set out in the system of controls and annex C to assure yourself that you are taking children into a safe environment.</p> <p>New bookings For new bookings, whilst there are still gaps in the traditional insurance market regarding COVID-19 cancellation cover, schools should be able to secure appropriate travel insurance for other aspects of their visit. Given the likely gap in COVID-19 cancellation related insurance, schools considering booking a new visit are advised to ensure that any new bookings have adequate financial protection in place. 49 Many providers are now offering no cost deferral to a later date or a full cash refund of all monies paid against a new booking should a deferral not be acceptable. Other measures that may be available include: insurance backing of 'COVID-19 guarantee' extended payment terms financial protection in case of insolvency membership of industry organisations You should speak to either your commercial insurance provider, the Risk Protection Arrangement (RPA) or an outdoor education adviser to assess the protection available and make sure it provides suitable protection in the event of a COVID-19 related cancellation. If unsure contact organisations such as the British Insurance</p>

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					<p>Brokers' Association (BIBA) or Association of British Insurers (ABI) for independent advice on insurance cover and options.</p> <p>Transition and Taster Days Transitional, taster and open days You should complete thorough risk assessments before running transitional, taster and open days to ensure that they are run in line with your system of controls and align with the advice contained within this guidance and the roadmap out of lockdown.</p> <p>Wraparound provision and extra-curricular activity Wraparound provision and extra-curricular activity You should be working to resume all your before and after-school activities and wraparound childcare for your pupils. All parents may access wraparound and extra-curricular provision for their children, without any restrictions on the reasons for which they may attend. You should continue to work closely with any external wraparound providers which your pupils may use to minimise mixing between children. This can be achieved by taking steps such as trying to keep children in consistent groups as described below. Where providers are offering organised activities for children, such as wraparound childcare or extra-curricular activities are outdoors, this can currently happen in groups of any number. However, until 17 May (in line with Step 3 of the roadmap) if the provision is taking place indoors, and it is not possible to group children in the same bubble as they are in during the school day, providers should keep children in consistent groups of no more than 15 children and at least one staff member. From 17 May, in line with the commencement of Step 3 of the roadmap, where wraparound and other extra-curricular activities for children are taking place indoors, they will be able to take place in groups of any number. However, it remain important to continue to minimise mixing between children, where possible. This can be achieved by continuing to keep children in consistent groups every time they attend the setting. Smaller groups should be considered when it is not possible to do this. When considering appropriate group sizes it will be important to take into account factors such as the recommended occupancy levels of the premises you are operating from and levels of ventilation. For example, guidance for providers of grassroots sport and sport facilities recommends that the maximum occupancy of an indoor facility should be limited by providing a minimum of 100sqft per person. The guidance for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children may help you to plan extracurricular provision, including appropriate group sizes. Where parents are using external childcare providers or out of school extra-curricular activities for their children, you should also: 51 advise them to limit their use of multiple out-of-school settings providers, and to only use one out-of-school setting in addition to school as far as possible. encourage them to check providers have put in place their own protective measures send them the link to the guidance for parents and carers If you hire out your premises for use by external wraparound childcare providers, such as after-school or holiday clubs, make sure these organisations have: considered the relevant government guidance for their sector put in place protective measures</p> <p>Music, dance and drama in school You should continue teaching music, dance and drama as part of your school curriculum, especially as this builds pupils' confidence and supports their wellbeing. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance or drama takes place. Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, including guidance on working safely during COVID-19 in the performing arts. Schools can continue to engage peripatetic teachers during this period, including staff from music education hubs. Further information on the music education hubs, including contact details for local hubs, is available at music education hubs published by the Arts Council England. Schools that offer specialist, elite provision in music, dance and drama should also consider this guidance alongside the guidance on the performing arts. Specialist provision delivered by further education (FE) providers or higher education (HE) providers should consider the respective DfE guidance for these sectors.</p>

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					<p>Minimising contact between individuals The overarching objective should be to reduce the number of contacts amongst pupils, and between pupils and staff, including for rehearsal and performance. As set out in the system of controls, this can be achieved through keeping groups separate (in bubbles) and through maintaining social distance between individuals. These are not alternative options. Both measures will help, but the balance between them will change depending on the age of pupils, the layout of the building, and the feasibility of keeping groups separate from each other while offering a broad curriculum. If staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. You should take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama. Additionally, you should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones. If they are shared, follow the guidance on handling equipment and instruments.</p> <p>Performances If planning an indoor or outdoor face-to-face performance in front of a live audience, you should follow the latest advice in the working safely during COVID-19 in the performing arts guidance, which provides details of how to manage audiences as well as carry out performing arts safely. If planning an outdoor performance you should also give particular consideration to the guidance on delivering outdoor events. You may wish to still consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission.</p> <p>Singing, and playing wind and brass instruments in groups Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow and strict social distancing and mitigation can be maintained. When planning music provision, you should consider additional specific safety measures. There is some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place. The government has published advice on safer singing.</p> <p>Playing outdoors Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, consider limiting the numbers in relation to the space.</p> <p>Playing indoors If indoors, use a room with as much space as possible, for example, larger rooms, rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limit the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the COVID-19 pandemic. Social distancing In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate. Pupils should use seating where practical to help maintain social distancing. 56 Seating positions Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player.</p> <p>Microphones Use microphones where possible or encourage singing quietly. Handling equipment and instruments Measures to take when handling equipment, including instruments, include the following. Handwashing Require increased handwashing before and after handling equipment, especially if being used by more than one person. Avoiding sharing instruments and equipment Avoid sharing equipment wherever possible. Place name labels on equipment to help identify the designated user, for example, percussionists’ own sticks and mallets. If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following government guidance on cleaning and handling equipment. Instruments should be cleaned by the pupils playing them, where possible. Handling scores, parts and</p>

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					<p>scripts Limit handling of music scores, parts and scripts to the individual using them. Suppliers Consider limiting the number of suppliers when hiring instruments and equipment. You should agree whose responsibility cleaning hired instruments is with the suppliers. Clean hire equipment, tools or other equipment on arrival and before first use. Equipment and instruments should be stored in a clean location if you take delivery of them before they are needed, and they should be cleaned before first use and before returning the instrument. Pick up and drop off points Pick up and drop off collection points should be created where possible, rather than passing equipment such as props, scripts, scores and microphones hand-to-hand. 57 Individual lessons Individual lessons in music, dance and drama can continue in schools and organisations providing out of school childcare. This may mean teachers interacting with pupils from multiple groups, so you will need to take particular care, in line with the measures on peripatetic teachers. If there is no viable alternative, music lessons in private homes can resume, following the same guidelines, and additionally following the government guidance for working in homes, and the guidance for out-of-school provision. In individual lessons for music, dance and drama, social distancing should be maintained wherever possible, meaning teachers should not provide physical correction.</p> <p>Pupil wellbeing and support</p> <p>Some pupils may be experiencing a variety of emotions in response to the COVID-19 pandemic, 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. Consider using pastoral and extra-curricular activities to: support the rebuilding of friendships and social engagement address and equip pupils to respond to the impact of COVID-19 and associated restrictions 61 support pupils with approaches to improving their physical and mental wellbeing You may also need to provide more focused pastoral support for pupils' individual issues, drawing on external support where necessary and possible. Our 'Every interaction matters' webinar can help with offering pastoral support for wellbeing. Where there is a concern a pupil is in need or suffering or likely to suffer harm, follow your child protection policy and part 1 of keeping children safe in education. Consider any referral to statutory services (and the police) as appropriate. You can also work with school nurses, where they are in place, to: ensure delivery of the healthy child programme (which includes immunisation) identify health and wellbeing needs provider support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues support pupils with additional and complex health needs</p> <p>Mental Health</p> <p>The DfE published The Education Staff Wellbeing Charter, supported and endorsed by CST. Along with other national organisations, the charter sets out our belief that everyone working in education should have the opportunity to enjoy the highest possible standard of wellbeing and mental health.</p> <p>The DfE also announced a mental health and wellbeing investment package, with £17.4 million to improve support in schools and colleges.</p> <p>Funding will go towards training senior mental health leads, a new Wellbeing for Education Recovery programme and an adapted 'Link' programme, designed to improve partnerships between health and education leaders in local areas.</p> <p>A comprehensive list of accessible and free mental health resources for all ages has been published.</p> <p>School workforce</p> <p>Staff who are clinically extremely vulnerable</p> <p>Some groups of people are at higher risk of severe illness from coronavirus. This group of people have been told directly by their GP or hospital clinician, or have received a letter, confirming that they are 'clinically extremely vulnerable'. See guidance on who is at higher risk from coronavirus, and protecting people who are clinically extremely vulnerable. Since the 1 April, those who are clinically extremely</p>

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					<p>vulnerable (CEV) are no longer advised to shield. Updated advice is for the group to continue taking extra precautions to protect themselves, and to follow the practical steps set out in the CEV guidance to minimise their risk of exposure to the virus. Staff in schools who are CEV are advised to work from home where possible, but can attend their place of work if they cannot work from home. CEV individuals (over 18) were prioritised for vaccination in phase 1 before the general population and in line with the priority ordering set by the Joint Committee on Vaccination and Immunisation.</p> <p>Staff who are clinically vulnerable (CV) CV staff can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission. 36 Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home.</p> <p>Pregnancy You will need to follow the specific guidance for pregnant employees because pregnant women are considered CV. In some cases, pregnant women may also have other health conditions that mean they are considered CEV, where the advice for clinically extremely vulnerable staff will apply. COVID-19 vaccination: a guide for women of childbearing age, pregnant or breastfeeding contains vaccination advice. Your workplace risk assessment should already consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers. If you are notified that an employee is pregnant, breastfeeding, or has given birth within the last 6 months, you should check the workplace risk assessment to see if any new risks have arisen. An assessment may help identify any additional action that needs to be taken to mitigate risks. Any risks identified at that point, or later during the pregnancy, in the first 6 months after birth, or while the employee is still breastfeeding, must be included and managed as part of the general workplace risk assessment. You must take appropriate sensible action to reduce, remove or control the risks. As part of your risk assessment, you should consider whether adapting duties and/or facilitating home working may be appropriate to mitigate risks. You should be aware that pregnant women from 28 weeks’ gestation, or with underlying health conditions at any point of gestation, may be at greater risk of severe illness if they catch COVID-19. This is also the case for pregnant women with underlying health conditions that place them at greater risk of severe illness if they catch COVID-19. We recommend that schools follow the same principles for pregnant pupils, in line with their wider health and safety obligations. Read more guidance and advice on COVID-19 and pregnancy from the Royal College of Obstetricians and Gynaecologists.</p> <p>Staff who may otherwise be at increased risk from COVID-19 Current evidence shows that a range of factors mean that some people may be at comparatively increased risk from COVID-19. Staff who feel they may be at increased risk but who have not been identified as clinically extremely vulnerable can attend school as long as the system of controls set out in this guidance are in place. You should continue with an equitable approach to risk 37 management for your workforce, recognising that staff may have a variety of baseline risks. Work continues to build our understanding of what these baseline factors are and the increased risks they pose. There is further information available on who is at higher risk from coronavirus. Staff who live with those who may have comparatively increased risk from COVID-19 can attend the workplace where it is not possible to work from home. Employers’ health and safety obligations Employers have a legal obligation to protect their employees, and others, including children, from harm. Employers should continue to assess and update health and safety risks in the usual way, especially in the light of any changing circumstances. Following the system of controls will help you: mitigate the risks of COVID-19 to pupils and staff meet your legal duties to protect employees and others from harm The Health and Safety Executive published guidance on first aid during coronavirus (COVID-19) pandemic which: supports local risk assessments provides guidance for first aiders</p> <p>Equalities duties You must continue to meet your equalities duties. See the Equality Act 2010 advice for schools for more information.</p> <p>Supporting staff All employers have a duty of care to their employees, and this extends to their mental health. Make sure you have explained to all staff the measures you are putting in place. Discuss with all staff any changes in place as part of these measures. Some staff may remain anxious and you may need extra systems in place to support staff wellbeing. Education Support provides a free helpline for school staff and targeted support for mental health and wellbeing and the Our Frontline: Wellbeing toolkit for educators brings together a range of resources and support for staff. 38 You may also find this list of mental health resources for parents, children, young people and staff useful when planning your approach.</p>

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		<p>Phase 4 lockdown from 6th January 2021 with school open for key workers and vulnerable children only.</p> <p>Please see the Restricting Attendance During the national lockdown: schools document (5/1/2021)</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf</p> <p>8/3/2021</p> <ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. Continue to follow the system of controls to minimise the risk of infection 	<p>After lockdown announcement communication took place with parents/carers and key workers and vulnerable children only booked in from 6/1/2021.</p> <p>Control measures that were previously in place remained in place.</p>	<p>The number of children in school is about ¼ of normal. Children are taught in their own classrooms. They are able to be spaced out. Bubbles have been formed across EYFS/KS1/LowerKS2 and upper KS2.</p> <p>Classroom bubbles will be kept at below 25.</p> <p>Number of external visitor kept to an absolute minimum.</p> <p>No bubble cross over for PPA time, staff covering own PPA in bubble</p>	<p>Letter from DFE (7/1/21)</p> <p>The decision to limit on-site provision to vulnerable children and the children of critical workers, does not suggest that schools and colleges are no longer safe places. Instead, limiting attendance is about reducing the number of contacts that all of us have with people in other households. We have resisted limiting attendance at schools and colleges until now, but in the face of the rapidly rising numbers of cases across the country and intense pressure on the NHS, we now need to use every lever at our disposal to reduce contacts outside households wherever possible. In all cases, provision must continue to be made on-site for vulnerable children and the children of critical workers to safeguard their welfare and ensure essential services can continue to function.</p> <p>The Royal College of Paediatrics and Child Health has in the last few days said: “Children’s wards are usually busy in winter. As of now we are not seeing significant pressure from COVID-19 in paediatrics across the UK. As cases in the community rise there will be a small increase in the number of children we see with COVID-19, but the overwhelming majority of children and young people have no symptoms or very mild illness only. The new variant appears to affect all ages and, as yet, we are not seeing any greater severity amongst children and young people.”</p> <p>There is no evidence the new strain of the virus causes more serious illness in either children or adults and there continues to be strong evidence, to date, that children and younger people (those under 18 years old) are much less susceptible to severe clinical disease than older people. The Office for National Statistics (ONS) <u>Coronavirus (COVID-19) Infection Survey</u> data from 2 September to 16 October showed no evidence of difference in the rates of teachers/education workers testing positive for COVID-19 compared to key workers and other professions. Additionally, the <u>Schools Infection Survey</u> (covering 3 to 19 November) found the infection rate among teachers to be similar to that of the wider population. The forthcoming guidance will remind you of employers’ health and safety obligations and will ask that you continue to operate the Public Health England (PHE)-endorsed ‘system of controls’ that have been in use throughout the coronavirus (COVID-19) pandemic. These measures create an inherently safer</p>

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					environment for children, young people and staff where the risk of transmission of infection is substantially reduced. The Department for Education (DfE) keeps these controls under review, working with PHE, based on the latest evidence. The way to control this virus is the same, whatever the variant. We understand that your staff may have concerns about their safety when coming into school, and the appropriate process is for those members of staff to resolve these with you and your leadership team. You will of course be able to discuss and consult as appropriate with any trade union representatives, as well as seeking advice from your Regional Schools Commissioner's office and local public health teams. If you are receiving letters from members of staff stating that they do not intend to attend the workplace as they do not consider it to be safe, you should engage with them, noting that the NEU and UNISON advice has been withdrawn and setting out, as we have above, the reasons that schools can and should be open. You will also want to consider their specific circumstances and concerns, to which you can then respond. If required, we recommend you seek your own legal advice.
Staffing is insufficient to guarantee groupings of sufficiently small size	Children, staff	<ol style="list-style-type: none"> Calculate grouping sizes/likely attendance against number of available staff Calculate EYFS groupings against statutory ratios Look at TA provision and consider best deployment/w hether Level 3 colleagues and HLTAs will be taking groupings What provision is in place for monitoring and adjusting arrangements? 	<p>Grouping sizes will be whole classes. At RPA this is between 17-30. For each group there will be allocated 1 teacher, 1 TA and an SMSA to cover lunchtimes.</p> <p>Groups will remain in their own bubble at all times.</p> <p>Phase 4 lockdown from 6th January 2021</p> <p>Staff allocated to a bubble and no staff to mix regularly across school.</p> <p>Staff to work at school and at home when possible but there is enough staff to ensure at least one teacher to a bubble at all times. Classes kept separated indoors as much as possible.</p> <p>8/3/2021</p> <ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. Continue to follow the system of controls to minimise the risk of infection Staff to stay with their class bubbles as much as possible and staff working across bubble to maintain social distance as much as possible <p>17/5/2021</p> <p>Guidance as at last RA.</p>	<p>Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.)</p> <p>NEU/Joint union questions</p> <p>Will guidance and training be provided for staff to ensure they understand, and can enforce, the new routines and support pupils in understanding them and are familiar with revised physical arrangements, well in advance on when wider opening begins?</p>	<p>DFE Guidance</p> <p>DFE Guidance July 2020</p> <p>When we made the decision to ask schools to open only to a small number of children, this was done with the aim of reducing transmission of coronavirus (COVID-19), to protect the NHS and save lives. The prevalence of coronavirus (COVID-19) has decreased, our NHS Test and Trace system is up and running, and we are clear about the measures that need to be in place to create safer environments within schools.</p> <p>Minimise contact between individuals and maintain social distancing wherever possible</p> <p>Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and schools must consider how to implement this. Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</p> <p>The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:</p> <ul style="list-style-type: none"> children's ability to distance the layout of the school the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary) <p>It is likely that for younger children the emphasis will be on separating groups, and for 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>NEU/Joint union questions</p> <p>Has the site been measured to ascertain what the maximum capacity is and proportion of pupils that can be accommodated to allow safe distancing? (This needs to adopt a cautious approach in relation to staff availability, taking into account those who must work from home because they are vulnerable or may need to self-isolate and likely future levels of absence.)</p> <p>Site inspection has taken place and spaces measured with FP. This will be inspected before it is signed off.</p> <p>Is it clear to all staff and parents that only healthy staff and pupils who are not exhibiting symptoms, and who do not need to self-isolate, may attend school?</p> <p>This has been made clear to all staff.</p>

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					<p>Can an assurance be given that teaching assistants, unless it is part of their normal role such as for higher level teaching assistant, will not be expected to lead classes?</p> <p>Only teachers and HLTA will lead whole classes, TA will work with groups under the direction of a teacher.</p> <p>Will supply teachers be brought in as necessary?</p> <p>Only as a last resort and we will endeavour to make them known teachers such as increasing the days of PT staff.</p>
Insufficient spaces can be identified in school to provide small enough groupings/ enable social distancing	Children, staff	<p>1. Consider all spaces in school – which, if any, spaces will need repurposing to provide additional facilities.</p> <p>2. Consider spaces for suitability – are they large enough for 30 children or smaller groupings – can they be ventilated?</p> <p>3. What provision is in place for monitoring and adjusting arrangements?</p>	<p>The spaces in school to be used by whole class groups. They are to be the ones that can be used by a limited group of children and adults at any one time.</p> <p>Tables are to be arranged so that children do not sit face to face.</p> <p>Staff to be given space to socially distance for themselves.</p> <p>Regular cleaning to take place.</p> <p>Hall still not to be used for eating. Lunches will be ‘takeaway’ or ‘grab bag’ style and be delivered to classrooms for eating.</p> <p>All bubbles will be placed in classroom.</p> <p>All staff/adults are required to wear face coverings when outside of their bubbles – including on the corridors, in the offices, the hall and communal areas.</p> <p>Staff to work in areas that allow as much social distancing as possible. Support staff to tak groups into larger spaces that allow social distancing and outside, when appropriate.</p> <p>Phase 4 lockdown from 6th January 2021</p> <p>There is plenty of space to keep groups separate but will sometimes come together in their bubble at lunchtime. Numbers of bubble kept below 25.</p> <p>8/3/2021</p> <ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. Continue to follow the system of controls to minimised the risk of infection Children to be encourage to space out as much as possible and maintain good practice <p>8.3.2021</p> <p>Ventilation</p>		<p>DFE Guidance July 2020 Measures within the classroom Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils’ educational and care support should be provided as normal. For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help. When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups described above. Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.</p> <p>LA Clarification Bubbles and Contact. Where staff are moving round the school e.g. learning mentors, HLTAs for PPA etc, then this is acceptable but there should be 2 metres wherever possible maintaining social distancing. This would mean if a bubble had to isolate the member of staff had not been within 2 metres of them so would not have to isolate.</p> <p>However, you should try to keep the bubbles as separate as possible within the above.</p> <p>This is the case for a member of staff who works across the school with different children – 2 metres distancing would need to be in place at all times. In primary schools the bubble is the class, these must not be amalgamated to make year group bubbles larger than the class. For example, a mixed Y5/6 class is a bubble, you cannot then join the Y5 from two other bubbles to make a separate bubble for part of the week. You cannot increase the size of the bubble to include the whole cohort of say KS1 or Y5 for children who are normally in separate bubbles.</p> <p>Read Write Inc Teaching and Chanting etc – the DfE are looking into this and will provide further guidance.</p>

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			Areas of school should be kept well ventilated following the guidance (below). Opening windows but not causing a breeze. Ventilating classrooms by opening doors and windows at playtime and lunchtime etc 17/5/2021 Guidance as at last RA.		
Equipment available in school is insufficient to allow all teaching groups to be catered for.	Children, staff	<ol style="list-style-type: none"> Is sufficient equipment available to enable all classrooms to function adequately? Are all classrooms equipped with medical information etc which is needed? Are chairs tables etc of correct height for age range taught? Are there any other provisions which are unsuitable for the age range/activity which a space is to be used for? 	<p>Equipment sharing to be minimised. Each child given own pencil case. Outdoor equipment not to be shared between bubbles. And to be cleaned on a regular basis.</p> <p>Establish regime for cleaning outdoor fixed equipment.</p>		<p>DFE Guidance July 2020</p> <p>Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. That position has now changed for the autumn term, because prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <p>Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. 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. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</p>
Are measures in place to ensure registration processes are undertaken effectively and accurately?	Children, staff	<ol style="list-style-type: none"> Is a paper-based system needed or can SIMs access be provided to all staff for whom it is needed? Are systems in place for registers to be completed in a timely manner? Are systems in place for registers to be 	<ol style="list-style-type: none"> SIMS to be used for registration. Registration can be completed from each classroom. Registers electronic Admin to maintain regular contact with children not attending. New system to be set up for tracking reasons for not attending. Wider use of the VP spreadsheet. Children not attending given reason, dated regular contact made. If a child is absent and not on this list first day contact to be made. Late arrivals?? To buzz in, to be 		<p>DFE Guidance July 2020</p> <p>Attendance expectations</p> <p>In March when the coronavirus (COVID-19) outbreak was increasing, we made clear no parent would be penalised or sanctioned for their child's non-attendance at school.</p> <p>Now the circumstances have changed and it is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on children's education, wellbeing and wider development. Missing out on more time in the classroom risks pupils falling further behind. Those with higher overall absence tend to achieve less well in both primary and secondary school. School attendance will therefore be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:</p> <p>parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;</p> <p>schools' responsibilities to record attendance and follow up absence</p> <p>the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct</p>

Commented [CC1]: Follow Up: Registration

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		<p>returned to the office with minimal footfall in school?</p> <p>4. Is school able to differentiate between those students expected/shielded/ being kept at home / absent due to illness/ absent due to safeguarding concerns</p> <p>5. Are systems in place/is there capacity to target first-day contact at appropriate groups to minimise safeguarding risks?</p> <p>6. Has thought been given to how late arriving pupils will be taken to groupings?</p> <p>7. What provision is in place for monitoring and adjusting arrangements?</p>	<p>dropped at the gate. To be watched as they walk round to their room and enter from the outside.</p> <p>7. Provision will be evaluated on a daily basis through observations and discussions with staff</p> <p>Registers to take place remotely using SIMs. From September 1st attendance will be compulsory. Registers to take place at the end of staggered start.</p> <p>Phase 4 lockdown from 6th January 2021 Registration takes place on SIMs. Children booked in and first day calling is carried out when children that are expected do not attend.</p> <p>8/3/2021 • Normal attendance procedures resume from March 8th 2021.</p> <p>17/5/2021 Guidance as at last RA.</p>		
Workspaces for administrative staff/ leaders cannot be sufficiently segregated to meet social distancing guidelines	Children, staff	<p>1. Are clearly defined working spaces and terminals designated to admin staff/ leaders on duty?</p> <p>2. Are systems in place to minimise meetings of more than 2 people?</p> <p>3. Are designated meeting</p>	<p>Workspaces clearly defined with social distancing signs on the door. Discussion around maximum numbers of people in rooms to be finalised.</p> <p>Cleaning and ventilation as guidance above.</p> <p>Clear allocation of spaces for staff when not in the classroom. Timetables to be drawn up and finalised before September.</p> <p>All staff/adults are required to wear face coverings when outside of their bubbles – including on the corridors, in the offices, the hall and communal areas.</p>		<p>DFE Guidance July 2020 Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</p> <p>Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach</p> <p>Points to consider and implement:</p> <p>putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes: more frequent cleaning of rooms / shared areas that are used by different groups frequently touched surfaces being cleaned more often than normal</p>

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		<p>spaces well ventilated and do they provide enough space for social distancing guideline to be observed?</p> <p>4. Is a well-planned cleaning regime in place for all computer terminals and equipment, surfaces and equipment in admin areas?</p> <p>5. What provision is in place for monitoring and adjusting arrangements?</p>	<p>Phase 4 lockdown from 6th January 2021</p> <p>As above and when appropriate staff able to work from home.</p> <p>8/3/2021</p> <ul style="list-style-type: none"> • Risk assessment reviewed alongside change in current guidance. • Continue to follow the system of controls to minimised the risk of infection • All staff to be back in school except for exceptions (CEV and otherwise vulnerable) <p>Ventilation</p> <p>Areas of school should be kept well ventilated following the guidance (below). Opening windows but not causing a breeze. Ventilating classrooms by opening doors and windows at playtime and lunchtime etc</p> <p>17th May 2021 CEV/CV staff</p> <p>All staff classed as vulnerable to have an individual risk assessment and be responsible for complying with the systems of control in place. Staff to report any concerns to the principal.</p> <p>17/5/2021 Guidance as at last RA.</p>		<p>different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet</p> <p>By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the current advice on COVID-19: cleaning of non-healthcare settings guidance.</p>
Communal facilities provide risk of cross contamination – ICT/ sign in systems / photocopiers / admin supplies / keypads / telephones etc.	Children, staff	<p>1. Is clear signage in place to limit number of people using/queuing for communal equipment sign-in systems etc?</p> <p>2. Are well structured regimes in place to ensure all equipment/ screens keypads etc are cleaned after each usage?</p>	<p>Signage up and is wipe on so can be easily changed with the guidance.</p> <p>Supply of wipes to be maintained and checked by Site manager daily at all points such as photocopier, sign in systems, ICT suite, keypads etc.</p> <p>On site cleaner to be maintained to assist.</p> <p>All staff/adults are required to wear face coverings when outside of their bubbles – including on the corridors, in the offices, the hall and communal areas.</p> <p>Phase 4 lockdown from 6th January 2021</p> <p>As above</p> <p>Phase 5 8/3/2021</p>		<p>4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p>

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		3. What provision is in place for monitoring and adjusting arrangements?	<ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. Continue to follow the system of controls to minimised the risk of infection Protective controls as in autumn term 2020 (see above) <p>17/5/2021 Guidance as at last RA.</p>		
Public-facing areas (eg main reception) provide insufficient protection for staff meeting with children from different groups/ parents/ staff	Children, staff, parents	<p>1. Is a plan in place for dealing with parental concerns/visitors?</p> <p>2. Has consideration been made to a no visitors in building policy where protection cannot be guaranteed?</p> <p>3. Have processes been put in place to prevent administrative staff dealing with pupils/ staff from multiple groupings?</p> <p>4. Have the protocols been adequately communicated to all staff pupils and parents?</p> <p>5. What provision is in place for monitoring and adjusting arrangements?</p>	<p>1. Clear communication to parents that any concerns are raised in the first instance on the phone or by dojo message.</p> <p>2. Visitors cannot get onto the school site without buzzing. Clear signs to be up at all points of external entry. Visitors to be minimised and pre-arranged only. Drop off points outside school where there are no children or staff such as the carpark need to be used.</p> <p>3. Admin staff to have closed door and communication to take place through glass window in reception</p> <p>Communication with parents to go out again. Communication to take place remotely where possible.</p> <p>Parents asked to wear masks when entering the school building. This is only to be on rare occasions.</p> <p>Phase 5 8/3/2021</p> <ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. Continue to follow the system of controls to minimised the risk of infection Protective controls as in autumn term 2020 (see above) <p>17/5/2021 Guidance as at last RA.</p>		<p>DFE Guidance https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#practical-steps-to-reduce-risk</p> <p>Drop off and pick up routines Changes to drop off and pick up routines will be required. You should tell parents when they can drop off their children and that this should happen at the school gate.</p> <p>You should determine a queuing system and a process for staff to greet each child, ensure they wash their hands immediately on arrival, and then go straight to their classroom.</p> <p>Schools should inform parents that this is to reduce the number of people on the school site in the interest of infection control. If it is customary for parents to gather in the playground or to enter the buildings to drop off or collect children this should no longer be allowed, and neither should any gathering at the school gates to talk to other parents.</p> <p>NEU/Joint union questions Will parents/carers be instructed that they may not enter the premises other than in an emergency situation? Yes</p> <p>Will there be social distancing measures in place for visitors to the school? Yes</p> <p>Will visitors working closely with pupils be offered PPE where necessary? Yes</p> <p>How will other unauthorised visitors be kept away? Through our secure site entrance system.</p>
Parental concerns/ complaints cannot be	Children, staff, parents	1. Have protocols been put in	1. Parents to be communicated that dojo and phone are the two		DFE Guidance

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dealt with effectively because of a lack of face-to-face contact.		<p>place to enable day to day concerns to be quickly and efficiently addressed?</p> <p>2. Have protocols been put in place to enable staff to contact parents by telephone where needed?</p> <p>3. Have protocols been put in place for video conference meetings where needed?</p> <p>4. What provision is in place for monitoring and adjusting arrangements?</p>	<p>prime methods of communication.</p> <p>2. Staff already use the phone to contact parents where needed. This is an extension of this.</p> <p>3. Protocols for video conferencing meetings to be drawn up.</p> <p>4. Provision will be evaluated on a daily basis through observations and discussions with staff and parents.</p> <p>Communication with parents to go out again. Communication to take place remotely wherever possible.</p> <p>On the rare occasions' parents require a meeting this is to take place in a socially distanced manner and preferably outside. Facemasks to be worn if inside.</p> <p>Parents asked to wear Face Masks at all times on the school site (2.11.20)</p> <p>Phase 4 lockdown from 6th January 2021 As above</p> <p>Phase 5 8/3/2021</p> <ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. Continue to follow the system of controls to minimised the risk of infection Protective controls as in autumn term 2020 (see above) <p>17/5/2021 Guidance as at last RA.</p>		<p>Visitors Limit the external visitors to the school during school hours.</p> <p>Parents should come into school buildings only when strictly necessary, by appointment, and ideally only one (unless for example, an interpreter or other support is required).</p> <p>Any such meetings should take place at a safe distance (and so the use of small offices may not be suitable).</p>
Entry/Exit from the site:					
Parents/pupils waiting at main gate pre-entry fail to keep adequate social distancing	Children, staff, parents	<p>1. Has thought been given to demarcating 2 metre intervals on paths/approaches to school?</p> <p>2. Has protocol for prompt opening of gates been put in place and control of flow to avoid bottlenecks?</p>	<p>1. Communication taken place to avoid excessively early arrival at gates?</p> <p>2. Site meeting with FP 21.5 has planned out marking spots for social distancing. Parents to be communicated with about routines at beginning and end of the day. Letter to go out to parents at least one week before their children go back.</p> <p>3. Staff to be given roles in ensuring social distancing rules are applied consistently</p> <p>4. Provision will be evaluated on a</p>	<p>Rules and routines to be part of Set of school coronavirus guidance to be produced by 5.6.20.</p>	<p>NEU/Joint union questions</p> <p>How will the school ensure that children and staff arriving can safely queue up, at 2-metre distance from each other, to access the sanitiser on arrival?</p> <p>Routines will be clearly reported to parents before welcoming more children.</p> <p>Will enough staff be available at the beginning of the day (and able to socially distance) to assist children in coming into school where needed (younger children/children with SEND/anxiety etc)?</p> <p>Yes</p>

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		<p>3. What provision is in place for monitoring and adjusting arrangements?</p> <p>Which key staff have a role in this? Key roles and responsibilities to be established across school.</p> <p>Key responsibilities for this rest with:</p> <ul style="list-style-type: none">PrincipalSite manager	<p>daily basis through observations and discussions with staff and parents.</p> <p>Communication out to parents again in September to remind about queuing at the gate before entry. This can be minimised if parents can stick to the timings for arrival and collection strictly.</p> <p>Principal to monitor at the beginning and end of the day.</p> <p>Parents asked to wear facemasks when in the school grounds from 2/11/2020.</p> <p>Phase 4 lockdown from 6th January 2021 As above</p> <p>Phase 5 8/3/2021</p> <ul style="list-style-type: none">Risk assessment reviewed alongside change in current guidance.Continue to follow the system of controls to minimised the risk of infectionProtective controls as in autumn term 2020 (see above) <p>17/5/2021 Guidance as at last RA.</p>		
Parents/Pupils are unable to social distance when entering the school premises as paths/walkways are too narrow.	Parents/ Pupils	<p>1. Has due consideration been given to flows of people through site, including one-way systems and use of barriers etc?</p> <p>2. Has clear signage been put in place to ensure parents and pupils can navigate around the site effectively?</p> <p>3. What provision is in place for</p>	<p>Rules for the navigation of the site to be communicated to parents.</p> <ol style="list-style-type: none">Flow of people planned, will be communicated with parents as above.Clear maps and signage to be used. Video on website showing routes in and out of school. Marshalls used to get into the routineProvision will be evaluated on a daily basis through observations and discussions with staff and parents. <p>Flow of parents to be monitored when planning entry and arrival because many more adults will potentially be on site. For EYFS explore the possibility of using the pre-school gate. Also staffing the</p>		<p>DFE Guidance July 2020</p> <p>Measures for arriving at and leaving school</p> <p>We know that travel to school patterns differ greatly between schools. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may, for example, include condensing / staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour. Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.</p> <p>Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. Guidance on safe working in education, childcare and children’s social care provides more advice.</p>

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		monitoring and adjusting arrangements?	<p>playground for arrivals so parents of older children feel happy to drop their children off and leave them.</p> <p>Rota drawn up for this to include CCO and other available staff (not staff in bubbles)</p> <p>School crossing patrol liaised with to ensure cover for most vulnerable times.</p> <p>Adaptable staggered starts communicated to parents. These to be evaluated on an ongoing basis.</p> <p>School to communicate to adults with a reminder about pathways around school. (wk beginning 28th September)</p> <p>Parents asked to wear facemasks when in the school grounds from 2/11/2020.</p> <p>Phase 4 lockdown from 6th January 2021 As above</p> <p>Phase 5 8/3/2021</p> <ul style="list-style-type: none"> • Risk assessment reviewed alongside change in current guidance. • Continue to follow the system of controls to minimised the risk of infection • Protective controls as in autumn term 2020 (see above) <p>17/5/2021 Guidance as at last RA.</p>		
Too many children/parents enter site at one time – walkways and waiting areas become crowded	Children, staff, parents	<p>1. Has consideration been given to staggering start/end times?</p> <p>2. Have waiting areas for pupils/parents been clearly demarcated away from the ‘flow’ of people through the</p>	<p>Arrangements for the start and end of the day to be communicated to parents and staff.</p> <ol style="list-style-type: none"> 1. Staggered start/end times planned. 2. Socially distanced waiting area to be planned away from the main flow ‘route’. 3. When groups are planned attention to be given to siblings being given common drop off times and to minimise waiting if at all possible. 4. Code of conduct/home school 		<p>DFE Guidance</p> <ul style="list-style-type: none"> • how you might stagger start and end times between year groups by a short period to reduce volume at the entrance <p>NEU/Joint union questions How does the school propose to ensure social distancing at the start and end of each school day?</p> <p>Routines, communication with all, staff on site, site markings.</p> <p>If it is planned to undertake temperature checks, how will this be managed safely in terms of social distancing between the child and member of staff and to avoid queues building up?</p> <p>No</p> <p>Is it practical to stagger arrival times, if so how?</p>

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		<p>site?</p> <p>3. Have siblings been given common drop-off times/arrangements put in place to minimise waiting/parental anxiety?</p> <p>4. Has consideration been given to parents who disregard the arrangements put in place?</p> <p>5. What provision is in place for monitoring and adjusting arrangements?</p>	<p>agreement to be established before reopening.</p> <p>5. Provision will be evaluated on a daily basis through observations and discussions with staff and parents</p> <p>Timetables planned for the start and end of every day. Entry and exit to last for an hour 8.30-9.30</p> <p>Liaise with parents July 2020 to organised single drop offs for siblings and childminders. This is to minimised the amount of adult traffic.</p> <p>Waiting area to be used and waiting for just one cohort at a time.</p> <p>COMMUNICATION OUT TO PARENTS</p> <p>Staggered starts and ends to be reviewed at half term.</p> <p>Staggered starts and ends to the day to continue in autumn 2.</p> <p>Communication to parents re facemasks on school site from 2/11/2020.</p> <p>Phase 4 lockdown from 6th January 2021 Reviewing staggered starts and ends because there are fewer children at school. Children start times are between 8.30-9.00 and end times 3.00-3.30.</p> <p>Phase 5 8th March 2021</p> <ul style="list-style-type: none"> Staggered starts and ends to take place in half hour slots. This to be monitored and reviewed. Children start times are between 8.30-9.00 and end times 3.00-3.30. <p>17/5/2021 Guidance as at last RA.</p>		<p>Yes, this will be worked out and communicated with parents/staff etc.</p> <p>How will parents be informed and the system monitored?</p> <p>Parents will be informed and reminded through the usual channels.</p> <p>Is there sufficient staffing to monitor the safe arrival and departure of children at varying times?</p> <p>Yes, a timetable will be in place.</p>
Too many people are present on site due to additional adults/siblings not in school being brought onto premises.	Children, staff, parents	<p>1. Has consideration been given to the limiting numbers of adults/children on site at start end of day to only those necessary?</p> <p>2. Have</p>	<p>1. Arrangement for entering the site will have been communicated to parents to ensure they understand the provisions being made.</p> <p>2. Protocols for staff to be made clear for the beginning and end of the day.</p> <p>3. SLT to monitor.</p> <p>Lunchtime and breaktimes continue to be</p>		<p>NEU/Joint union questions How will overcrowding at the school gates or in the playground be prevented?</p> <p>Routines communicated and monitored.</p> <p>What will be expected of parents/carers in terms of social distancing and how will they be informed of arrangements?</p> <p>Parents will be expected to adhere to the routines and rules.</p>

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		<p>protocols/arrangements to promptly meet/dismiss groups of pupils been put in place to ensure children enter the building as soon as possible after arrival/leave promptly?</p> <p>3. What provision is in place for monitoring and adjusting arrangements?</p>	<p>staggered. Staff to eat lunch away from staff in separate bubbles. Staff to minimise mixing at the beginning and end of the day. Revisit for reminder. Large meetings to still take place on zoom. Smaller meetings to be socially distanced and if possible, outside.</p> <p>All staff/adults are required to wear face coverings when outside of their bubbles – including on the corridors, in the offices, the hall and communal areas.</p> <p>(5/11/2020) Meetings to be held remotely during 2nd period of lockdown.</p> <p>Phase 4 lockdown from 6th January 2021 As above</p> <p>Phase 5 As above keeping group mixing to a minimum</p> <p>17/5/2021 Guidance as at last RA.</p>		<p>Will parents/carers be instructed that they may not enter the premises other than in an emergency situation?</p> <p>Yes</p>
Danger of contamination/ interaction with parents/ carers /visitors in communal areas – eg entrance areas/ main reception/ cloakrooms	Children, staff, parents	<p>1. Has consideration been made to a no visitors policy to restrict risks to administrative staff?</p> <p>2. Has consideration been made to how deliveries can be made without the need for interaction with school staff/pupils?</p> <p>3. Is clear signage in place to ensure visitors and delivery persons are clear on protocols?</p> <p>4. What provision is in place for monitoring</p>	<p>The approach taken by the school will have been communicated to parents/staff.</p> <ol style="list-style-type: none"> No visitors into the school building unless no alternative. When visitor buzzes, purpose of visit established and any delivery left outside away from the areas that the children/staff use. Deliveries left outside Signage for deliveries to be used so drivers are clear about protocol. Principal SLT to monitor. <p>Process for visitors to remain the same. For entry they must be booked in and social distancing guidelines maintained.</p> <p>Visitors to school such as social workers/speech and language therapist etc. Need to be prearranged and take place in a socially distanced manner.</p> <p>Visitors to school wear a facemask in school.</p> <p>No unnecessary visitors to be in school.</p>		<p>NEU/Joint union questions</p> <p>How will other unauthorised visitors be kept away?</p> <p>Through secure entry system.</p> <p>Will there be clear guidelines on entry to school about the procedures in place for essential visitors to the school?</p> <p>Yes</p> <p>Will there be social distancing measures in place for visitors to the school?</p> <p>Yes as with all other adults.</p>

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		and adjusting arrangements?	<p>All staff/adults are required to wear face coverings when outside of their bubbles – including on the corridors, in the offices and communal areas.</p> <p>Visitors kept to a minimum and any meetings to take place in a socially distanced way or outside.</p> <p>Risk assessments for peripatetic teaching from the music service in place.</p> <p>Supply teachers to meet with principal first be directed to risk assessment, to maintain a social distance and to wear a visor.</p> <p>Phase 4 lockdown from 6th January 2021 Only essential visitors are allowed in school.</p> <p>Phase 5 8th March Continue for only essential visitors allowed in school</p> <p>17/5/2021 Guidance as at last RA.</p>		
Entry/Exit from classrooms					
Too many pupils/parents queuing for entry to classrooms	Children, staff, parents	<ul style="list-style-type: none">Has consideration been made to staggered starts/end of day and separate queuing arrangements to limit queue lengths?Have queuing/waiting areas been clearly demarcatedWhat provision is in place for monitoring and adjusting arrangements?	<p>Queuing/waiting areas to be communicated to staff/parents/children.</p> <p>Staff to have been made aware of the need for a prompt collection of pupils/dismissal at the end of day to limit interactions.</p> <ol style="list-style-type: none">All children will queue in a socially distance manner. Markings/chevrons/spots to aid queuing to be used.Queuing/waiting areas to be clearly marked.Monitored with a site inspection FP/DHo/CCo <p>Markings to remain at 2m for children parents etc. round school as this is good social distance and it does not have an impact on education/numbers of children etc.</p>		<p>DFE Guidance https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#changes-to-routines-for-staff-and-pupils</p> <p>using signage to guide parents and carers about where and when they should drop off and pick up their children - you will want to communicate this to parents in advance</p> <p>NEU/Joint union questions How will the school ensure that children and staff arriving can safely queue up, at 2-metre distance from each other, to access the sanitiser on arrival?</p> <p>A socially distanced queue, with markings.</p> <p>DFE Guidance July 2020 While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits.</p>

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			<p>Pupils to only queue in their bubble.</p> <p>Phase 4 lockdown from 6th January 2021 As above</p> <p>Phase 5 8/3/2021</p> <ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. Continue to follow the system of controls to minimised the risk of infection Protective controls as in autumn term 2020 (see above) <p>17/5/2021 Guidance as at last RA.</p>		
Staff interact with multiple parents without physical separation as children are handed over.	Children, staff, parents	<p>1. Has provision been put in place to limit/prohibit entry to the site?</p> <p>2. Are clear demarcations in place to show parents/staff where they should wait/release children?</p> <p>3. What provision is in place for reluctant/emotional/behaviorally challenging pupils?</p> <p>4. What provision is in place for monitoring and adjusting arrangements?</p>	<p>Parents to be reminded to communicate concerns to staff through Dojo or by telephone.</p> <ol style="list-style-type: none"> Parents communicated to walk 2m apart to the outside door for their child then not to wait, one wave and out the gate and along pre-school path. If waiting areas are needed they will be clearly demarcated. Risk assessments to be put in place and careful planning around group provision for these children. Provision will be evaluated on a daily basis through observations and discussions with staff and parents. <p>Risk assessments planned by SENDCO for SENH children.</p> <p>Parents and staff asked to wear Face Masks at drop off and pick-up times (from 2.11.20)</p> <p>Phase 4 lockdown from 6th January 2021 As above</p> <p>Phase 5 8/3/2021</p> <ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. Continue to follow the system of controls to minimised the risk of infection 		

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			<ul style="list-style-type: none"> Protective controls as in autumn term 2020 (see above) 17/5/2021 Guidance as at last RA.		
Staff mix with groups of pupils not under their direct supervision during pick-up/drop off times	Children, staff, parents	1. Have clearly demarcated, labelled waiting areas for different groups been put in place? 2. Has consideration been made to staggered start/end times in order to limit possible interactions? 3. What provision is in place for monitoring and adjusting arrangements?	1. Waiting areas to be marked off clearly. 2. Start end times of the day will be staggered. 3. Provision will be evaluated on a daily basis through observations and discussions with staff and parents Most staff not to mix with pupils other than their own and when they do to remain socially distanced and to wear a facemask if inside. Phase 4 lockdown from 6 th January 2021 As above Phase 5 8/3/2021 <ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. Continue to follow the system of controls to minimised the risk of infection Protective controls as in autumn term 2020 (see above) 17/5/2021 Guidance as at last RA.		
Too many staff and pupils enter the building via the same entry point at the same time. Corridors/cloakrooms become crowded	Children, staff,	1. Has careful consideration been made to start times/routing of pupils through the building to minimise ‘pinch points’ and ensure groups do not mix? 2. Has consideration been made about alternative	1. All classrooms used will be entered from their own door straight from the outside. 2. All groups to have their own storage space for bags and coats etc. 3. Daily site inspections initially Classrooms continued to be accessed from the outside. No children to be on the corridor. This has worked well during the first phase as there is virtually no child traffic through school on the inside. This to be monitored and evaluated on a daily basis. Staff to feedback if any issues arise. All staff/adults are required to wear face coverings when outside of their bubbles –		NEU/Joint union questions Will a one-way system be introduced? If not, why is it not needed? No, movement around the school will be minimal.

1. Hazards identified	2. Persons at risk	3. Control measures PHASE 1 PHASE 2 PHASE 3 Phase4 Phase 5 (Jan 2021 moving to full lockdown 6/1/2021)	Communication – with who? when? How?	4. Further action required (if any) / Comments	5. Link to guidance (DFE/NEU etc)
		<p>arrangements for storage of coats/bags and equipment where provision is communal?</p> <p>3. What provision is in place for monitoring and adjusting arrangements?</p>	<p>including on the corridors, in the offices, the hall and communal areas.</p> <p>Phase 4 lockdown from 6th January 2021 As above</p> <p>Phase 5 8/3/2021</p> <ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. Continue to follow the system of controls to minimised the risk of infection Protective controls as in autumn term 2020 (see above) <p>17/5/2021 Guidance as at last RA.</p>		
Pupils become distressed/show behavioural issues on entry to school	Children, staff	<p>1. Is pastoral provision/leadership available on site?</p> <p>2. How will this be used? What distancing/PPE protocols are in place?</p> <p>3. How will an issue be communicated to the pastoral/leadership team?</p> <p>4. Has the approach been communicated to the teachers/parents/pupils?</p> <p>5. What provision is in place for monitoring and adjusting arrangements?</p>	<p>1. Leadership/pastoral available on site the whole time</p> <p>2. Individual risk assessments and plans to be in place (including the use of PPE) by 1st June 2020</p> <p>3. CPOMs will be used to record an issue and any behaviour incident needs to be reported in a timely manner to SLT</p> <p>4. Staff also to flag up immediate issues verbally to SLT.</p> <p>5. Home school agreement will do this before we have more children back in school.</p> <p>6. SLT meetings to monitor</p> <p>See revised for Covid-19 behaviour policy</p> <p>Leadership and pastoral support will continue to be available at all times. The recovery curriculum will contain an element of this too. Risk assessments in place.</p> <p>Phase 4 lockdown from 6th January 2021 As above</p> <p>Phase 5 8/3/2021</p> <ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. Continue to follow the system of controls to minimised the risk of infection 		<p>DFE Guidance https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#changes-to-routines-for-staff-and-pupils</p> <p>6. External support for SEND and behaviour Schools may normally work with external agencies to support pupils with special educational needs and disability (SEND) or with behaviour or other issues.</p> <p>Headteachers should check with local authorities or other providers of such support services to ascertain whether or when such services will be available. For pupils with education health and care (EHC) plans, it may not be possible to provide the full range of provision set out in the plan, and it may be necessary to make different arrangements if some of the support services are not available in their usual form from the start of June. If this is the case you should work with the local authority and parents, and confirm what special provision can reasonably be provided. We have published guidance on conducting a SEND risk assessment during the coronavirus outbreak – this will be reviewed ahead of 1 June. Headteachers should also be aware that there may be additional pupils, including those with SEND, who display symptoms of stress or anxiety and additional support may be needed for them. Schools should check with local authorities on their capacity to support with this.</p> <p>Changes to routines for staff and pupils Ahead of opening for more pupils, schools will need to update their behaviour policy to reflect the new rules and routines, and communicate these changes to staff, pupils and parents.</p> <p>Think about if and how your school rules need to change. There are some example new school rules given in annex a which you could adopt or adapt. Any revised rules will need to be referenced in the revised behaviour policy with sanctions.</p> <p>Consider how the new rules and routines will be communicated to pupils and parents/carers. Best practice suggests this includes:</p> <ul style="list-style-type: none"> proactively teaching new rules to staff, pupils and parents regularly and rigorously reinforcing behaviour throughout every day consistently imposing sanctions when rules are broken, in line with the policy, as well as positively reinforcing well-executed rules through encouragement and rewards <p>Display the posters in annex c, which are suitable for reception, years 1 and 6. Prepare guidance for staff (see a model in annex b) and ensure all staff are trained in the new rules and routines, including the use of sanctions and rewards, so that they can support pupils to understand them and enforce them consistently. Staff will need to explicitly teach and supervise health and hygiene arrangements such as handwashing, tissue disposal and toilet flushing.</p>

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			<ul style="list-style-type: none"> Protective controls as in autumn term 2020 (see above) 17/5/2021 Guidance as at last RA.		NEU/Joint union questions Will individual risk assessments and discussion with parents/carers have taken place and been agreed by the date when extended opening begins, to ensure that any provision required by a child in order to attend school is safely in place? Yes How will staff and children be made aware of the new arrangements, with particular reference to very young children and those with special needs? Working with staff, possibly using social stories etc.
Classroom environments					
Bubbles mix with each other – too many children are mixing		1) Have pupil groupings/accommodation arrangements been carefully formulated based on physical capacity/social distancing? Are there a maximum of 30 pupils per class or are larger bubbles needed? 2) Are registers in place and available? 3) What provision is in place for monitoring and adjusting arrangements? 1) Bubbles 30 maximum, table settings to minimise children sitting opposite each other 2) Will be electronic 3) monitoring will be ongoing	Have grouping arrangements been communicated to staff/parents/pupils to avoid confusion? Staff to communicate any issues to SLT. Groupings have been communicated to staff etc. This is straightforward because they are whole classes initially. The complications will arise with subjects such as music and this will need to be carefully planned. Most music does currently take place in whole classes and individual tuition. Registers electronically in SIMs from September. Phase 4 lockdown from 6 th January 2021 Bubbles less than 25 and split and taught in two different classrooms to keep the numbers low. Phase 5 8 th March 2021 Bubbles back to class bubbles. 17/5/2021 Guidance as at last RA.		
Pupil groupings are too large – pupils mix with too many pupils	Children, staff	1) Have pupil groupings been carefully formulated based on physical capacity/social distancing?	Groupings will have been communicated to staff/parents/pupils to avoid confusion. 1. From 1/6/20 Pupil groups will be a maximum of 8 2. Registers will be in place. 3. SLT monitoring on a regular		NEU/Joint union questions Given that social distancing is expected in all other areas of society, it is unacceptable that the Government expects schools to open without the protections that are recommended for other environments, eg shops and public transport. What is proposed to address this issue? How many pupils can each individual classroom safely accommodate to ensure that they and staff remain 2-metres apart on entry and departure and during the lesson? This needs to take account of the additional staff numbers in classes with SEND pupils who have individual adult support.

1. Hazards identified	2. Persons at risk	3.Control measures PHASE 1 PHASE 2 PHASE 3 Phase4 Phase 5 (Jan 2021 moving to full lockdown 6/1/2021)	Communication – with who? when? How?	4.Further action required (if any) / Comments	5. Link to guidance (DFE/NEU etc)
		<p>Are there a maximum of 15 pupils?</p> <p>2) Are registers in place and available?</p> <p>3) What provision is in place for monitoring and adjusting arrangements?</p>	<p>basis.</p> <p>Groupings have changed and children are now grouped in bubbles up to 30. These bubbles are to stay separate with one teacher, one TA and an SMSA.</p> <p>Phase 4 lockdown from 6th January 2021</p> <p>As above</p> <p>Phase 5 8/3/2021</p> <ul style="list-style-type: none">• Risk assessment reviewed alongside change in current guidance.• Continue to follow the system of controls to minimised the risk of infection• Protective controls as in autumn term 2020 (see above) <p>17/5/2021</p> <p>Guidance as at last RA.</p>		<p>No more than 8.</p> <p>How many people altogether will be in a classroom should be the measure.</p> <p>No more than 10.</p> <p>What areas are safe to use for different purposes than usual to aid social distancing?</p> <p>Hall, library, computer suite.</p> <p>Is the school proposing to have 15 children per class? The joint unions position is that staff cannot be expected to safely supervise 15 children and ensure that they socially distance.</p> <p>No</p> <p>DFE Guidance July 2020</p> <p>How to group children</p> <p>Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. They have been used in schools in the summer term in recognition that children, and especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure. Maintaining distinct groups or ‘bubbles’ that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible.</p> <p>However, the use of small groups restricts the normal operation of schools and presents both educational and logistical challenges, including the cleaning and use of shared spaces, such as playgrounds, boarding houses, dining halls, and toilets, and the provision of specialist teaching. This is the case in both primary and secondary schools, but is particularly difficult in secondary schools.</p> <p>In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups.</p> <p>Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized ‘bubbles’. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. We recognise 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>Both the approaches of separating groups and maintaining distance are not ‘all-or-nothing’ options, and will still bring benefits even if implemented partially. Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport, or for boarding pupils in one group residentially and another during the school day. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.</p> <p>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.</p> <p>Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.</p>
Room allocated is not large enough to maintain soc distancing/cannot be ventilated adequately. – particularly in open plan/shared spaces.	Children, staff	1) Has the size of rooms/availabl e ventilation been taken into account when allocating spaces and deciding group sizes?	<p>Set of school coronavirus guidance to be produced by 5.6.20. This will be clear in there.</p> <ol style="list-style-type: none">1. Site meeting with FP supported the allocation of numbers for each room.2. Site manager to have opening windows and doors as part of his routine. This will also be in the handbook for staff.	Each school to have designated, ventilated areas for isolation if symptoms are shown (Rainbow room)	<p>NEU/Joint union questions</p> <p>Will only rooms with windows that can be kept open be used?</p> <p>Yes</p> <p>Will doors to be kept open where possible to aid ventilation?</p> <p>Yes</p>

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		<p>2) Have staff been instructed to ensure that windows are kept open and ventilation maximised whenever possible?</p> <p>3) What provision is in place for monitoring and adjusting arrangements?</p>	<p>3. Site walk to monitor</p> <p>Division on the playground to be used and also queues divided up into area A and B to be marked by the site manager.</p> <p>Classrooms will be well ventilated and layout will follow good practice in terms of the guidance. Children will not be facing each other. Children will sit side by side and adults will endeavour to maintain a 2m social distance wherever possible.</p> <p>Phase 4 lockdown from 6th January 2021 As above</p> <p>Phase 5 8/3/2021</p> <ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. Continue to follow the system of controls to minimised the risk of infection Protective controls as in autumn term 2020 (see above) <p>Ventilation 8.3.2021 Areas of school should be kept well ventilated following the guidance (below). Opening windows but not causing a breeze. Ventilating classrooms by opening doors and windows at playtime and lunchtime etc</p> <p>17/5/2021 Guidance as at last RA.</p>		<p>DFE Guidance July 2020</p> <p>Measures within the classroom</p> <p>Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</p> <p>For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help.</p> <p>When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups described above.</p> <p>Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.</p>
Staff are unfamiliar with the specific medical, behavioural or learning needs of allocated children	Children, staff	<p>1) What arrangements have been put in place for group leaders to have access to key documents, including medical files etc? Have significant medical needs been explicitly highlighted?</p> <p>2) Have any children with</p>	<p>1. SENDCo to ensure that medical needs and care plans/risk assessments shared with appropriate team before children return.</p> <p>2. Children with identified needs will be allocated to staff with specific training. CCO/BF to ensure that systems and processes are in place for any new needs.</p> <p>3. Once groups are defined a format for handing over info about the child to be used. (by 5.6.20)</p> <p>4. Principal to oversee.</p>		<p>NEU/Joint union questions</p> <p>To what extent can parents of SEND children be reassured that their child will still be working with, or have access to, their key worker/learning support assistant?</p> <p>Parents will be clearly communicated with around provision for their child.</p> <p>Has account been taken of the fact that some staff, in particular support staff, normally work at close proximity to individual pupils and how this work can continue in a safe manner?</p> <p>Risk assessments will be in place.</p> <p>Will supply teachers be brought in as necessary?</p> <p>See above</p> <p>Will parents be told not to bring their children to school if there is a shortage of staff for a particular class?</p>

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		<p>needs which require specialist training (eg diabetes) been allocated to staff with relevant training/experience?</p> <p>3) What handover has been received from substantive class teacher about the needs of the children?</p> <p>4) What provision is in place for monitoring and adjusting arrangements?</p>	<p>5. Handover needs to take place with class list over the phone at the end of term 3 and then on INSET day</p> <p>6. Monitoring to take place and any issues to be reported to SLT in a timely manner.</p> <p>7. These to be part of the transition having been overseen by the SENDCO. To be shared with SLT and relevant staff and parents.</p> <p>See revised for Covid-19 behaviour policy, admin of meds, children with medical conditions.</p> <p>Medical care plans passed up to the next class team. Training to be booked for new staff. (SENDCO)</p> <p>Risk assessments for potential higher risk children i.e. underlying health conditions, to be shared with relevant staff and parents by SENDCO.</p> <p>Phase 4 lockdown from 6th January 2021 Children taught and supervised by staff in their bubble who are aware and trained to the appropriate level of medical need.</p> <p>Phase 5 8/3/2021</p> <ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. Continue to follow the system of controls to minimise the risk of infection Protective controls as in autumn term 2020 (see above) <p>17/5/2021 Guidance as at last RA.</p>		Yes
Staff mix with more than one group – risk of infection/cross contamination is increased	Children, staff	<p>1) Arrangements for cover/ PPA / SMSA provision ensure that inter-group interactions are minimised.</p> <p>2) Are any staff</p>	<p>1. Staff to be assigned to one group only</p> <p>2. PPA to be timed and to be taken from home.</p> <p>3. Monitored by SLT</p> <p>PPA to take place with the adult socially distanced. New guidance states that it is ok for an adult to cover across classes as</p>		<p>DFE Guidance July 2020</p> <p>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.</p>

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		<p>asked to work in more than one group? Can this be eliminated?</p> <p>3) Has provision been made to enable teachers to receive their PPA allocation?</p> <p>4) What provision is in place for monitoring and adjusting arrangements?</p>	<p>long as guidance is followed. PPA to be covered by HLTA and sports provision.</p> <p>On occasions where inside lunchtime duties are covered by member of staff from outside bubble but not belonging to another bubble then that member of staff will socially distance from children and wear a facemask.</p> <p>Phase 4 lockdown from 6th January 2021 Staff allocated to bubble (2 small year groups)</p> <p>Phase 5 Bubbles to minimise mixing as in autumn term,</p> <p>17/5/2021 Guidance as at last RA.</p>		
Danger of cross contamination from equipment if shared between groups of children.	Children, staff	<p>1) Has equipment been allocated to specific teaching groups?</p> <p>2) Has the movement of equipment been minimised?</p> <p>3) Are arrangements in place for the regular cleaning of equipment and surfaces?</p> <p>4) What provision is in place for monitoring and adjusting arrangements?</p>	<p>1. Equipment for class/individual/playtime to be drawn up by 2.6.20</p> <p>2. No equipment to be shared between bubbles.</p> <p>3. Cleaning routine for during the day to be established and published in Set of school coronavirus guidance to be produced by 5.6.20.</p> <p>4. Monitored by SLT</p> <p>As above the equipment kept to bubbles. Children to continue to have own individual equipment. Routines for using books to be established and given time to 'decontaminate' at the end of the week.</p> <p>Phase 4 lockdown from 6th January 2021 As above</p> <p>Phase 5 8/3/2021</p> <ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. Continue to follow the system of controls to minimised the risk of infection Protective controls as in autumn term 2020 (see above) <p>17/5/2021 Guidance as at last RA.</p>		<p>NEU/Joint union questions</p> <p>It is also recommended that resources for painting, sticking and cutting be washed before and after use – what additional staff resources will be allocated to these tasks, given that these materials are likely to be in constant use?</p> <p>Cleaner on site and resources allocated to individual children.</p> <p>It will not be safe to mark children's books during this period. Will clear instructio be given that no marking should take place and the books should not be taken to and from home/school?</p> <p>Yes</p> <p>Will staff be told to wash their hands before and after handling pupils' books?</p> <p>Yes</p> <p>Will library books be regularly sanitised?</p> <p>Library books will be wiped down before and after use and not shared between bubbles.</p>

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Danger of cross contamination from equipment/furniture which is hard to clean (eg soft surfaces/upholstery/soft toys)	Children, staff	<p>1) Has an assessment of risk in each allocated space taken place?</p> <p>2) Has all equipment and furniture which is hard to clean been removed from teaching areas and stored?</p> <p>3) Has any equipment which is hard to clean and cannot be removed been covered or marked as not for use?</p> <p>4) Has the regular cleaning of soft surfaces such as carpets been put in place to minimise risks?</p> <p>5) Has consideration been made to minimising carpet time etc to reduce risk?</p> <p>6) What provision is in place for monitoring and adjusting arrangements?</p>	<p>1. Risk assessments for each allocated space to take place. To be completed by 3.6.20</p> <p>2. Equipment and furniture which is hard to clean to be removed from teaching areas and stored. By 29.5.20</p> <p>3. Equipment which is hard to clean and cannot be removed marked not for use and covered by 29.5.20</p> <p>4. Regular cleaning of carpets to happen as part of the cleaning routine. To be communicated to site manager.</p> <p>5. Minimising carpet time to be communicated in Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.)</p> <p>As above with cleaning every day, a deep clean at weekends and a cleaner on sight.</p> <p>Routine for cleaning to be established.</p> <p>Phase 5 8/3/2021</p> <ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. Continue to follow the system of controls to minimised the risk of infection Protective controls as in autumn term 2020 (see above) <p>17/5/2021 Guidance as at last RA.</p>		<p>DFE Guidance July 2020</p> <p>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach</p> <p>Points to consider and implement:</p> <ul style="list-style-type: none"> putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes: <ul style="list-style-type: none"> more frequent cleaning of rooms / shared areas that are used by different groups frequently touched surfaces being cleaned more often than normal different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet <p>Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. That position has now changed for the autumn term, because prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. 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. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</p>
Danger of cross contamination from equipment which provides a medium for viral growth (eg water/sand)	Children, staff	<p>1) Has an assessment of risk in each allocated space taken place?</p> <p>2) Have any resources or equipment</p>	<p>Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.)</p> <p>1. Risk assessments to take place for each space by 3.6.20</p> <p>2. Any extra resources especially those that are hard to clean and displays etc. To be removed by</p>		<p>DFE Guidance</p> <p>Reduce the use of shared resources:</p> <p>....remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere</p> <p>remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)</p>

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		<p>which provides a medium for viral growth been removed from the area or taken out of use?</p> <p>3) What provision is in place for monitoring and adjusting arrangements?</p>	<p>29.5.20</p> <p>3. Ongoing monitoring by principal and site manager to take place.</p> <p>4. Ensure any coats brought into school are stored well away from each other.</p> <p>18th May 2021 Children limited to bubbles to use sand and water etc.</p>		
Children accessing formal education are seated too close together or change places to be closer together.	Children, staff	<p>1) In formal classrooms, have seating arrangements been adjusted to ensure every child has an allocated seat?</p> <p>2) Is a seating plan in place?</p> <p>3) Has provision been made to reduce the number of children accessing areas of provision in foundation classrooms?</p> <p>4) Are carpet spots etc in place where carpet time is used?</p> <p>5) What provision is in place for monitoring and adjusting arrangements?</p>	<p>Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.)</p> <p>1. Initial site meeting taken place with FP. Maximum number of seats in each classroom allocated. When numbers are sure then each child to be given an allocated space.</p> <p>2. Seating plan to be drawn up for each space as finalised. 29.5.20</p> <p>3. NO children to face each other. This is possible in all classes initially. Final check during the summer vacation.</p> <p>4. Plan to be drawn up for FS space before use. 3.6.20 (not down to be used in the first instance??)</p> <p>5. Carpet spots to be used when necessary (plan to be drawn up 3.5.20). Children to have named carpet spots.</p> <p>6. To be monitored by SLT and CT on an initial daily basis.</p> <p>Class groups of maximum 30. See previous guidelines.</p> <p>Phase 4 lockdown from 6th January 2021 Bubble groups of maximum 25, spaced well out as possible. These groups will normally be split into 2 separate classroom spaces.</p> <p>Phase 5 8/3/2021</p> <ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. Continue to follow the system of controls to minimised the risk of infection Protective controls as in autumn term 2020 (see above) 		<p>DFE Guidance https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p> <p>groups should also be split into small groups of no more than 15. Desks should be spaced as far apart as possible.</p>

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			17/5/2021 Guidance as at last RA.		
Children exhibit challenging behaviour, inhibiting the learning process for all learners in a group and or impacting on social distancing.	Children, staff	<p>1) Has an assessment of individual risks presented by known children taken place?</p> <p>2) Have additional staff been allocated to meet the need where challenging children are present?</p> <p>3) Has consideration been made to additional PPE where children have a history of spitting etc?</p> <p>4) Has sufficient leadership/pastoral support been allocated to meet these needs?</p> <p>5) Have withdrawal spaces been allocated where children can be taken to calm down while respecting social distancing?</p> <p>6) Has thought been given to how urgent need will be communicated while minimising movement through the school?</p> <p>7) What provision is in place for</p>	<p>Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.)</p> <ol style="list-style-type: none"> 1. Risk assessments for individual children accessing provision to be drawn up by 1.6.20. 2. Staff allocation to be carefully planned for working with these children. 3. Risk assessments to be drawn up for children who have a history of spitting/hissing etc. 4. Leadership/pastoral support for these children to be planned as part of the risk assessment process. 5. Withdrawal spaces to be utilised for calming down etc e.g. library space/sunshine room with access to an outside door. 6. Plan for urgent need to be communicated using phones/walkie talkies? 7. Monitored through SLT communication and briefings. <p>See revised for Covid-19 behaviour policy and home/school agreement.</p> <p>Risk assessments shared by SENDCO and Principal with DHO before September.</p> <p>Home/school agreement to be used and shared widely with parents to ensure all have signed.</p> <p>Phase 4 lockdown from 6th January 2021</p> <p>As above</p> <p>Phase 5 8/3/2021</p> <ul style="list-style-type: none"> • Risk assessment reviewed alongside change in current guidance. • Continue to follow the system of controls to minimised the risk of infection • Protective controls as in autumn term 2020 (see above) <p>17/5/2021 Guidance as at last RA.</p>	<p>Interim behaviour policy to be agreed as per guidance.</p>	<p>NEU/Joint union questions</p> <p>Will individual pupil risk assessments be in place for all pupils who exhibit anti-social behaviour, eg biting, before a decision is made about admitting them under the new arrangements?</p> <p>Yes</p> <p>Will compassionate and proportionate behaviour policies that protect health and safety, while also supporting pupils who may exhibit problematic behaviours as a response to trauma they may have experienced during lockdown, be in place by the time wider opening begins?</p> <p>Yes</p> <p>Will individual risk assessments and discussion with parents/carers have taken place and been agreed by the date when extended opening begins, to ensure that any provision required by a child in order to attend school is safely in place?</p> <p>Yes</p> <p>Where LAs cannot, despite ‘best endeavours’ provide the support listed in an EHC plan can pupil safety in school be guaranteed? Eg behaviour support.</p> <p>Yes no support from LA used currently.</p> <p>DFE Guidance July 2020</p> <p>Behaviour expectations</p> <p>Schools should consider updating their behaviour policies with any new rules/policies, and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. Further details are available at Behaviour and discipline in schools. 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 and should also consider how to build new expectations into their rewards system. It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. Schools should work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.</p> <p>We acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. Schools will need to work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.</p>

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		monitoring and adjusting arrangements?			The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion should only be used as a last resort. Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations. Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation. Ofsted will continue to consider exclusions, including the rates, patterns and reasons for exclusion and to look for any evidence of off-rolling. Off-rolling is never acceptable. Ofsted is clear that pressuring a parent to remove their child from the school (including to home educate their child) is a form of off-rolling. Elective home education should always be a positive choice taken by parents without pressure from their school.
Risk of infection spreading within groups due to poor hygiene – Surfaces/handles/equipment are not clean or become contaminated during the day.	Children, staff	<ol style="list-style-type: none"> Are clear, regular routines in place for handwashing/provision of sanitiser? Are sufficient supplied of soap and sanitiser in place? Is this sustainable? What provision has been made for drying hands? Is this sufficient/sustainable? What routines are in place for good cough/sneeze hygiene? Is this sufficient/sustainable? Are surfaces regularly cleaned during the day – what resources are provided to enable this to happen? Are interior doors propped open to minimise handle contact? Is a cleaning regime in place for handles/door plates? 	<p>Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.)</p> <ol style="list-style-type: none"> Clear regular routines for handwashing and posters to be produced. Sanitiser to be available at key points around school. Sanitiser map to be produced. <p>https://e-bug.eu/junior_pack.aspx?cc=eng&ss=2&t=Hand%20Hygiene</p> <ol style="list-style-type: none"> Ongoing orders of soap and sanitiser to be set up with FP. Paper towels used for drying hands, ongoing orders and daily checks by site manager to be in place. Children to be trained in good cough/sneeze hygiene. Posters to be used. <p>https://e-bug.eu/junior_pack_ks1.aspx?cc=eng&ss=2&t=Super%20Sneezes</p> <ol style="list-style-type: none"> Antibacterial wipes to be used. Ongoing order of these from FP. Ongoing cleaning of handles, buttons etc. To happen during the day. Site manager props open doors as part of his daily routine. Posters to be used to give key messages. <p>https://e-bug.eu/eng_home.aspx?cc=eng&ss=1&t=Information%20about%20the%20Coronavirus</p> <ol style="list-style-type: none"> SLT will monitor provision in 		<p>DFE Guidance https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#annex-c-posters</p> <p>DFE Guidance https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#preparing-the-site</p> <p>Cleaning and hygiene You will want to decide and make clear to the school staff and parents what your expectations are about cleaning and hygiene. Once children are back in school, all frequently touched surfaces, equipment, door handles and toilets used during the day will need to be cleaned thoroughly each day. Talk to your cleaning provider about what will be needed. Refer to guidance on cleaning non-healthcare settings for more information. The guidance on implementing protective measures in education and childcare settings provides detailed advice on measures schools need to consider. You may also wish to consider your plans for:</p> <ul style="list-style-type: none"> the availability of soap and hot water in every toilet (and if possible in classrooms) the location of hand sanitiser stations, for example at the school entrance for pupils and any other person passing into the school to use, and their replenishment the location of lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste, their double bagging and emptying ensuring you have a good supply of disposable tissues to implement the ‘catch it, bin it, kill it’ approach in each classroom and enough to top up regularly <p>See annex d: list of things to consider acquiring for other things you may need to get.</p> <p>NEU/Joint union questions</p> <p>Will soap and, preferably warm, water be available at all times, with systems in place to ensure continuity of supply of soap and sanitiser?</p> <p>Yes</p> <p>Are lidded bins available in every classroom? Unless operated by pedal, the lids will need to be regularly sanitised throughout the day. How will this happen? Who will empty them during the day?</p> <p>Yes they have been ordered</p> <p>What arrangements are in place to keep every classroom supplied with tissues?</p> <p>Will be on equipment checklist</p> <p>Will staff and children wash their hands for at least 20 seconds with water and soap on arrival, before departure and regularly throughout the day, including before and after every break and lunchtime, and how will this be supervised and monitored?</p> <p>Yes</p> <p>Will pupils be regularly reminded to catch coughs and sneezes with a tissue or elbow?</p>

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		<p>7) Are clear, high profile reminders prominently displayed for children giving key messages?</p> <p>8) What provision is in place for monitoring and adjusting arrangements?</p>	<p>place and ongoing using this risk assessment and govt/union guidance.</p> <p>Guidance remains as above.</p> <p>Phase 4 lockdown from 6th January 2021 As above</p> <p>Phase 5 8/3/2021</p> <ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. Continue to follow the system of controls to minimised the risk of infection Protective controls as in autumn term 2020 (see above) <p>17/5/2021 Guidance as at last RA.</p>		<p>Yes</p> <p>Will appropriate PPE be provided in schools where pupils are unable, or less able to catch their sneezes and coughs?</p> <p>Yes if needed.</p> <p>Will hand dryers be disconnected and replaced with paper towels and bins?</p> <p>Paper towels used</p> <p>Will only rooms with windows that can be kept open be used? Will doors to be kept open where possible to aid ventilation?</p> <p>Yes</p> <p>Will separate risk assessments take place in classes where leaving a door open will expose children to additional risks (eg runners)?</p> <p>Yes,</p> <p>Will all areas of the premises be thoroughly cleaned on a daily basis with particular focus on surfaces that are touched by multiple people such as photocopiers, door handles, table/counter tops, computers including mouse and keyboard, light switches telephones, chairs, bannisters, shared learning resources or toys, specialist equipment for SEND pupils, toilets and toilet handles, sinks, taps and other areas touched regularly, with additional cleaning during the day as necessary?</p> <p>Yes</p> <p>Will each classroom be provided with gloves and disinfectant spray in case a pupil coughs or sneezes on a piece of equipment?</p> <p>Yes</p> <p>Is there capacity amongst the cleaning staff to meet these requirements?</p> <p>Yes currently</p>
Personal Care (Pupils)					
Pupil require intimate care because of toileting issues – staff are potentially exposed to additional risks.	Children, staff	<p>1) Are there children with an existing intimate care plan attending? What adjustments have been made to the plan to enable staff to be</p>	<p>Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.)</p> <ol style="list-style-type: none"> Adjustments to intimate care plans to be made and reviewed in line with the new trust policy. Clear guidance on the use of PPE during intimate care to be shared with staff who are part of the plan. Clear space where this can take place in a well-ventilated 	<p>Updated (May 2020) intimate care plan to be shared with staff.</p>	<p>NEU/Joint union questions</p> <p>Where there is a risk of airborne contamination, because social distancing cannot easily be adhered to, particularly where staff are at risk from spitting or biting and where pupils are unable to catch or control coughs and sneezes, the joint unions believe that PPE must be provided and training given on its use and disposal. Will this happen?</p> <p>Yes, if needed</p> <p>Will PPE be available for emergency situations, for example when a pupil develops symptoms during the school day and is awaiting collection?</p> <p>Yes</p>

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		<p>protected?</p> <p>2) What protocols in terms of PPE etc will be adopted if a child needs intimate care? Will additional adults be called upon? How will social distancing be maintained?</p> <p>3) Are stocks of appropriate PPE available? Are they sufficient and sustainable? Where will they be located to ensure they are used when needed?</p> <p>4) How will parents be informed of the potential use of PPE at these times?</p> <p>5) How will pupils be prepared for the use of PPE when they are already vulnerable?</p> <p>6) What provision is in place for monitoring and adjusting arrangements?</p>	<p>space where social distancing can be observed e.g. rainbow room. Limits to number of people allowed in a space to be indicated on posters outside room.</p> <p>3. Stocks of PPE to be monitored and regular orders to be placed with FP.</p> <p>4. Parents of children with intimate care needs will have plan shared and agreed.</p> <p>5. The use of PPE will be explained to the child before the plan is used. (not immediately before but in a timely, positive and calm manner)</p> <p>6. Principal/SENDCo will monitor these arrangements.</p> <p>See revised for Covid-19 intimate care policy</p> <p>Guidance as above.</p> <p>Phase 4 lockdown from 6th January 2021</p> <p>As above</p> <p>Phase 5 8/3/2021</p> <ul style="list-style-type: none"> • Risk assessment reviewed alongside change in current guidance. • Continue to follow the system of controls to minimised the risk of infection • Protective controls as in autumn term 2020 (see above) <p>17/5/2021</p> <p>Guidance as at last RA.</p>		<p>What assurances can be given about secure arrangements for sourcing PPE?</p> <p>Ongoing order with trust site manager</p> <p>Can confirmation be given that, if any member of staff wishes to wear a face covering, they will not be prevented from doing so?</p> <p>Yes</p>
Different groups of children sharing communal toilet facilities – risk of cross contamination.	Children, staff	<p>1) How will the number of children using communal facilities be minimised? How will privacy be maintained?</p> <p>2) Will additional cleaning be needed? How will this be facilitated?</p>	<p>Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.)</p> <p>Approaches communicated to children by staff and with reminder posters.</p> <p>1. Children to use toilets specific to their teaching area. Routines for one at a time and supervision to be established.</p> <p>2. Additional cleaning during the day will use a checklist (like in a</p>		<p>DFE Guidance</p> <p>ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time</p> <p>DFE Guidance July 2020</p> <p>2. Clean hands thoroughly more often than usual</p> <p>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:</p> <ul style="list-style-type: none"> • whether the school has enough hand washing or hand sanitiser ‘stations’ available so that all pupils and staff can clean their hands regularly

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		<p>3) How will the risk of children meeting in communal facilities be minimised? How will this be monitored?</p> <p>4) What provision is in place for monitoring and adjusting arrangements?</p>	<p>service station) to indicate when the facilities were last cleaned.</p> <p>3. Children will go one at a time to the toilets. This will be monitored.</p> <p>4. Monitored by classteachers, SLT and Principal.</p> <p>5. Time tables in place before the end of term. SMSAs liaised with and final times to be established before September.</p> <p>Cleaning guidance as above.</p> <p>Phase 4 lockdown from 6th January 2021 As above</p> <p>Phase 5 8/3/2021</p> <ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. Continue to follow the system of controls to minimised the risk of infection Protective controls as in autumn term 2020 (see above) <p>17/5/2021 Guidance as at last RA.</p>		<ul style="list-style-type: none"> supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them
Movement around school during day (children)					
Children/staff meet on corridors in large groups. Unnecessary social contact takes place	Children, staff	<p>1) How will the use of outdoor paths be maximised as methods of transit around the site?</p> <p>2) Which areas will have minimal traffic/ will staff and children be asked to avoid?</p> <p>3) Which areas will have one-way systems instigated?</p> <p>4) How will 'keep left' systems</p>	<p>Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.)</p> <ol style="list-style-type: none"> All children will enter and exit the setting using the door that is allocated for their bubble space. All classrooms can be accessed by using an outside door close to their space. The narrow corridors in the centre of school will have minimal traffic of children. One way systems for corridors in the centre of school would involve using going outdoors??? Routines will be shared on posters and children and staff talked through the process. Monitored on a daily basis by Principal/Vice-Principal. 	<p>Evacuation, lockdown procedures changed? Communicated to staff?</p>	<p>DFE Guidance https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#effective-infection-protection-and-control</p> <p>Reduce mixing within education or childcare setting by:</p> <p>accessing rooms directly from outside where possible considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms</p>

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		<p>be implemented and labelled in corridors/stair s – how will this be enforced?</p> <p>5) What provision is in place for monitoring and adjusting arrangements?</p>	<p>Movement around school to take place largely outside.</p> <p>All staff/adults are required to wear face coverings when outside of their bubbles – including on the corridors, in the offices, the hall and communal areas.</p> <p>Phase 4 lockdown from 6th January 2021 As above</p> <p>Phase 5 8/3/2021</p> <ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. Continue to follow the system of controls to minimised the risk of infection Protective controls as in autumn term 2020 (see above) <p>17/5/2021 Guidance as at last RA.</p>		<p>noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules)</p>
Danger of cross-contamination from door handles, equipment etc in classroom, communal and public areas	Children, staff	<p>1) Will doors etc be kept open to minimise the need for them to be touched?</p> <p>2) What cleaning regime will be needed in order to ensure that handles and door plates are not sources of cross contamination ?</p> <p>3) What hand cleaning regime will be implemented to minimise the risk of cross contamination from outside the classroom – eg provision of sanitiser/soap</p>	<p>Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.)</p> <ol style="list-style-type: none"> Doors to be propped open. Site manager to ensure there are enough wedges (plan to make out of wood) Regular routine for wiping door handles etc to be in place. Checklist for process to be used. Sanitiser widely available, checked daily and handcleaning regulary when entering leaving different areas. Handwashing routine posters to be made. Monitored on a daily basis by classteachers and SLT. <p>This to continue.</p> <p>Phase 4 lockdown from 6th January 2021 As above</p> <p>Phase 5 8/3/2021</p> <ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. 		<p>DFE Guidance https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#effective-infection-protection-and-control</p> <p>prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation</p>

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		<p>?</p> <p>4) How will this be labelled/clearly communicated to pupils?</p> <p>5) What provision is in place for monitoring and adjusting arrangements?</p>	<ul style="list-style-type: none"> Continue to follow the system of controls to minimised the risk of infection Protective controls as in autumn term 2020(see above) <p>17/5/2021 Guidance as at last RA.</p>		
Danger of cross contamination in communal facilities – ICT suite/library areas etc.	Children, staff	<p>1) Which communal facilities will be taken out of use/made out of bounds?</p> <p>2) Which communal facilities will remain in use but be subject to regular cleaning? How will this be facilitated?</p> <p>3) What provision is in place for monitoring and adjusting arrangements?</p>	<p>Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.)</p> <ol style="list-style-type: none"> The trim trail/shelter will be take out of use because they are hard to clean and involve a lot of hand contact. ICT suite to be in use by the same children, key boards and desks to be wiped with anti-bacterial wipes before and after use. Monitored daily by SLT. <p>All equipment to be more frequently cleaned both inside and outside the bubble. Routine to be established.</p> <p>Phase 4 lockdown from 6th January 2021 Established routines to continue.</p> <p>Phase 5 8/3/2021</p> <ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. Continue to follow the system of controls to minimised the risk of infection Protective controls as in autumn term 2020 (see above) <p>18th May 2021 Trim trail back in use but timetables to one clas bubble a week..</p>		<p>DFE Guidance https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#effective-infection-protection-and-control</p> <p>although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read COVID-19: cleaning of non-healthcare settings</p> <p>NEU/Joint union questions Will all areas of the premises be thoroughly cleaned on a daily basis with particular focus on surfaces that are touched by multiple people such as photocopiers, door handles, table/counter tops, computers including mouse and keyboard, light switches telephones, chairs, bannisters, shared learning resources or toys, specialist equipment for SEND pupils, toilets and toilet handles, sinks, taps and other areas touched regularly, with additional cleaning during the day as necessary?</p> <p>Yes</p> <p>Will each classroom be provided with gloves and disinfectant spray in case a pupil coughs or sneezes on a piece of equipment?</p> <p>Yes</p> <p>DFE Guidance July 2020 Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. That position has now changed for the autumn term, because prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. 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. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</p>

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Risk of children meeting those from other classrooms whilst on errands etc.	Children, staff	<ol style="list-style-type: none"> How will number of children not in class at any time be minimised? How will facilities such as SIMs messenger be used instead of 'runners'? Under what circumstances, if any will it be acceptable for a child to be out of class? How will this be communicated to staff/pupils? What provision is in place for monitoring and adjusting arrangements? 	<ol style="list-style-type: none"> Children will stay in their class or be outside at all times. Messaging system needs to be put in place using remote technology (3.6.20). If a child is ill/injured they need to go to a designated space. If a child is in crisis they need to go to a predetermined safe space close to or in their bubble. Outside areas can be used if safe to do so. Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.) SLT/Classteachers to monitor <p>This guidance to be maintained.</p> <p>Phase 4 lockdown from 6th January 2021</p> <p>As above</p> <p>Phase 5 8/3/2021</p> <ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. Continue to follow the system of controls to minimised the risk of infection Protective controls as in autumn term 2020 (see above) <p>17/5/2021</p> <p>Guidance as at last RA.</p>		<p>DFE Guidance https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#effective-infection-protection-and-control</p> <p>ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day</p>
Movement During School Day (Adults)					
Risk of not maintaining social distancing from other adults during start/end of school day when on corridors etc.	staff	<ol style="list-style-type: none"> How will those staff who are not directly working together be discouraged from social contact before/after the day? How can staff be encouraged to leave the site in a timely manner at the end of the day, reducing the cross- 	<ol style="list-style-type: none"> Staff will be discouraged from social interaction and reminded to leave the premises in a timely fashion. Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.) Staff reminded of guidance for staff. Principal/SLT to monitor. <p>Staff to leave school as soon as possible. Staff guidance to be updated before September. Staff spaces to be established and timetabled. PPA to be taken off site wherever possible. All staff to have full lunchtime break covered by SMSAs. and to cover in their bubble for morning</p>		<p>DFE Guidance July 2020 Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</p>

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		contamination risk? 3) What provision is in place for monitoring and adjusting arrangements?	break. All staff/adults are required to wear face coverings when outside of their bubbles – including on the corridors, in the offices, the hall and communal areas. Parents and staff to wear face masks at the beginning and the end of the day. 5/11/2020 All meetings for staff to be held remotely. Phase 4 lockdown from 6 th January 2021 As above Phase 5 8/3/2021 • Risk assessment reviewed alongside change in current guidance. • Continue to follow the system of controls to minimised the risk of infection • Protective controls as in autumn term 2020 (see above) 17/5/2021 Guidance as at last RA. Facemasks to remain in all communal areas		
Risk of meeting other adults in key communal areas – photocopier etc	staff	1) What provision will be put in place to reduce the number of people using/queuing for photocopier etc at any one point? 2) How will social distancing be enforced in these areas?	Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.) 1. One person at a time rule on the photocopier etc. 2. Posters to remind how many people in rooms/on the photocopier/by the sink/signing in etc. 3. Hand sanitiser and anti-bacterial wipes at areas such as the photocopier, entrance buttons that need to be touched etc. These areas to be part of the in		DFE Guidance https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#effective-infection-protection-and-control stagger the use of staff rooms and offices to limit occupancy

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		3) What cleaning regime will be needed? 4) What provision is in place for monitoring and adjusting arrangements?	day cleaning regime. 4. Principal/SLT to monitor All staff/adults are required to wear face coverings when outside of their bubbles – including on the corridors, in the offices, the hall and communal areas. Phase 4 lockdown from 6th January 2021 As above Phase 5 8/3/2021 <ul style="list-style-type: none"> • Risk assessment reviewed alongside change in current guidance. • Continue to follow the system of controls to minimised the risk of infection • Protective controls as in autumn term 2020 (see above) 17/5/2021 Guidance as at last RA. Facemasks to remain in all communal areas		
Children's Break time					
Risk of children from different groups mixing in uncontrolled manner during break times.	Children, staff	1) Will a system of staggered breaks be used to limit the numbers on the yard at any one time? 2) How will the importance of prompt timing be enforced with staff? 3) How will groupings be allocated spaces? What markings will be needed? 4) What provision is in place for monitoring and adjusting arrangements?	Letter to parents/explanation and talking through routines with children/part of the guidance to staff 1. Separate areas and staggered breaks put into place. No use of shared equipment. 2. Prompt time keeping monitored on an ongoing basis. 3. FS bubble to use FS playground/Y1 bubbles to use KS1 playground/KW/VP bubble to use KS2 playground. 4. Will be monitored by Principal/SLT on an ongoing basis. See revised for Covid-19 behaviour policy As above for class spaces. Timetable for use of staggered outdoor space to be established for September. Phase 4 lockdown from 6th January 2021 As above for bubble spaces at lunchtime children in bubbles (less than 25) play together outside.		DFE Guidance https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#effective-infection-protection-and-control staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time

1. Hazards identified	2. Persons at risk	3. Control measures PHASE 1 PHASE 2 PHASE 3 Phase4 Phase 5 (Jan 2021 moving to full lockdown 6/1/2021)	Communication – with who? when? How?	4. Further action required (if any) / Comments	5. Link to guidance (DFE/NEU etc)
			<p>Phase 5 8/3/2021</p> <ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. Continue to follow the system of controls to minimised the risk of infection Protective controls as in autumn term 2020 (see above autumn term) <p>17/5/2021 Guidance as at last RA.</p>		
Risk of children playing close-contact games with peers during break times.	Children, staff	<p>1) What expectations will be put in place at breaks? What will be allowed/prohibited? How will this be enforced?</p> <p>2) What behavioural sanctions will be applied? How?</p> <p>3) What provision is in place for monitoring and adjusting arrangements?</p>	<ul style="list-style-type: none"> Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.) Set of rules and expectations for break time to be put in place and shared with children/staff and parents Behavioural sanctions agreed before start. Principal to monitor. <p>As above, classteachers to monitor this and work with children and SMSAs to establish non-contact games if possible. Children to use own equipment.</p> <p>Phase 4 lockdown from 6th January 2021 As above</p> <p>Phase 5 8/3/2021</p> <ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. Continue to follow the system of controls to minimised the risk of infection Protective controls as in autumn term 2020 (see above) <p>17/5/2021 Guidance as at last RA.</p>		
Risk of supervising adults causing cross infection if they are supervising more than	Children, staff	<p>1) Are adults allocated more than one group? Can</p>	<ul style="list-style-type: none"> Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.) 		<p>DFE Guidance https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#effective-infection-protection-and-control</p>

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one group.		<p>this be minimised or eliminated? If not, what controls are in place?</p> <p>2) How will staff have a comfort break if they are supervising groups?</p> <p>3) What provision is in place for monitoring and adjusting arrangements?</p>	<ul style="list-style-type: none"> Adults to only supervise groups in their bubble. There will always be more than one member of staff per bubble so they can cover for comfort breaks etc. Principal/SLT to monitor and adjust as necessary. <p>Phase 4 lockdown from 6th January 2021 As above</p> <p>Phase 5 8/3/2021</p> <ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. Continue to follow the system of controls to minimised the risk of infection Protective controls as in autumn term 2020 (see above) <p>17/5/2021 Adults still to supervise children in their bubble for most of the time. If there is occasion to support colleagues with supervision then adults to socially distance and wear a face covering. Guidance as at last RA.</p>		ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days, recognising for secondary and college settings there will be some subject specialist rotation of staff
Risk of play equipment (fixed/non-fixed) being used by more than one group at break times.	Children, staff	<p>1) Will fixed play equipment be allowed to be used? If not, how will it be taken out of use or cleaning guaranteed?</p> <p>2) Will non-fixed equipment, such as footballs, be allowed? How will you ensure they are not used by multiple groups and cross contaminate? If you are not permitting them how will you keep children</p>	<ul style="list-style-type: none"> Letter to parents and part of the guidance for staff. No fixed play equipment to be used. Children and staff to be clear about this. Each bubble to have their own box of play equipment to be used outside. Children encouraged to play non equipment games like hide and seek outside, Simon says etc. Staff to be clear about expectations and regularly reinforce with children. Ongoing SLT monitoring to take place. <p>See above equipment not be shared with bubbles and to be cleaned more regularly.</p> <p>Adults who work in more than one bubble have to be socially distanced.</p> <p>On occasions where inside lunchtime</p>		<p>DFE Guidance</p> <p>although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously.</p>

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		<p>occupied?</p> <p>3) How will it be enforced?</p> <p>4) What provision is in place for monitoring and adjusting arrangements?</p>	<p>duties are covered by member of staff from outside bubble but not belonging to a bubble then that member of staff will socially distance from children and wear a facemask.</p> <p>On occasions where inside lunchtime duties are covered by member of staff from outside bubble but not belonging to a bubble then that member of staff will socially distance from children and wear a facemask.</p> <p>Phase 4 lockdown from 6th January 2021 As above</p> <p>Phase 5 8/3/2021</p> <ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. Continue to follow the system of controls to minimised the risk of infection Protective controls as in autumn term 2020 (see above) <p>17/5/2021 Guidance as at last RA.</p>		
Risk of children mixing when entering and exiting the classroom at break times.	Children, staff	<p>1) How will you ensure that children exit/enter the classroom in an orderly manner? What supervision expectations are placed on staff around this?</p> <p>2) What arrangements are in place to route children into/out of the classroom? Can they directly access the outside without moving on corridors/through cloakrooms?</p>	<ul style="list-style-type: none"> Communicated to staff in guidance and training. Staff to reinforce with children on a regular basis. Routines set up from first day of reopening. Socially distanced queuing to be used and enforced. Children can all exit straight outside onto their playground without using corridors with the exception of children using the Y5/6 classrooms where a corridor is used. An alternative to this is using the fire exit in the library. This will be monitored by staff and SLT. <p>Phase 4 lockdown from 6th January 2021 As above</p> <p>Phase 5 8/3/2021</p> <ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. Continue to follow the system of controls to minimised the risk of infection 		

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		3) What provision is in place for monitoring and adjusting arrangements?	<ul style="list-style-type: none"> Protective controls as in autumn term 2020 (see above) 17/5/2021 Guidance as at last RA.		
Children's Lunch time					
Children mix in an uncontrolled manner exiting classroom/entering dining hall – Children mix in an uncontrolled manner in dining hall.	Children, staff	1) Will children have an allocated lunch time? 2) How will you ensure these timings are prompt to avoid congestion? 3) How will you ensure that children exit/enter the dining room in an orderly manner? What supervision expectations are placed on staff around this? 4) What arrangements are in place to route children into/out of the classroom? Is there a practical alternative to eating in the dining room? 5) What arrangements will be made to place groupings/pro	<ul style="list-style-type: none"> Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.) Children will have an allocated lunchtime and eat in their classroom/outside. These will be timetabled to avoid overlap in the outside areas. The hall will not be used. Hall not to be used. Children will exit outdoors in an orderly manner when necessary. Risk assessment for eating in the classroom/outside to be drawn up Monitoring by SLT. Lunchtimes to be timetabled and staggered. Children to be supervised by an SMSA that stays with their bubble. Lunch to be collected from the hall by bubble staff and staggered in 10 min intervals. To be of a takeaway variety. Phase 4 lockdown from 6 th January 2021 Children each lunch together and play together in a bubble (children from 2 classes, less than 25) Phase 5 8/3/2021 <ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. 		DFE Guidance https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#effective-infection-protection-and-control staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms NEU/Joint union questions How will break times operate to ensure social distancing? They will be staggered and use different areas. What will happen in wet weather at break and lunchtimes? A wet lunchtime plan will be in place. What arrangements are in place to ensure that meals can be safely prepared and served? Grab bags will be used. How many separate lunch sittings will be needed to ensure social distancing and is sufficient staffing in place to manage this, even where someone may be absent? Lunch will predominately be in the classroom.

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		vide alternative locations for food to be eaten? 6) What provision is in place for monitoring and adjusting arrangements?	<ul style="list-style-type: none"> Continue to follow the system of controls to minimised the risk of infection Protective controls as in autumn term 2020 (see above) 17/5/2021 Guidance as at last RA.		
Children queue together to be served, making it difficult to maintain social distancing	Children, staff	1) Has consideration been made to how spacing will be maintained? Does a different serving regime need to be implemented? Is a full menu viable? 2) What provision is in place for monitoring and adjusting arrangements?	Letter to parents. Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.) <ol style="list-style-type: none"> All queuing to be socially distanced. Reminders to be in place around school. Meals from school to be in the form of grab bags that can be collected from outside the classroom. Routine for how they are delivered and who collects them to be established. Principal to monitor. No queuing to take place as dining hall not used. Phase 4 lockdown from 6 th January 2021 As above Phase 5 8/3/2021 <ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. Continue to follow the system of controls to minimised the risk of infection Protective controls as in autumn term 2020 (see above) 17/5/2021 Guidance as at last RA.		

1. Hazards identified	2. Persons at risk	3. Control measures PHASE 1 PHASE 2 PHASE 3 Phase4 Phase 5 (Jan 2021 moving to full lockdown 6/1/2021)	Communication – with who? when? How?	4. Further action required (if any) / Comments	5. Link to guidance (DFE/NEU etc)
Risk of SMSAs supervising multiple groups – danger of cross contamination between groups of pupils.	Children, staff	1) Has consideration been made to allocation of SMSAs? How will this be done? Are there sufficient SMSAs to have one per class or is this not attainable? If not, how will cross-contamination be avoided? 2) What provision is in place for monitoring and adjusting arrangements?	1. Allocation of SMSAs to bubble. The same SMSAs to stay with bubble. 4 SMSAs available so 1 for each bubble. SLT to support lunchtime supervision? 2. Monitored by Principal and SLT. SMSA's allocated to a specific bubble. SMSA works with the same group inside and outside. Phase 5 8/3/2021 <ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. Continue to follow the system of controls to minimised the risk of infection Protective controls as in autumn term 2020 (see above) 17/5/2021 Guidance as at last RA.		
Danger of cross contamination between dining furniture, coloured choice bands, serving areas etc	Children, staff	1) Will the dining hall be used? 2) What cleaning regime will be needed between groups for tables/ chairs? 3) How will cleanliness of counters, trays etc be maintained? What system will be used to avoid coloured bands with multiple usages? 4) How will this be facilitated? 5) What provision is in place for monitoring and adjusting arrangements?	Letter to parents. Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.) <ol style="list-style-type: none"> Dining hall not to be used. Cleaner on site to clean while the children are outside after lunch. Plan for wet lunchtimes to be put in place. Staff guidance to be clear and monitored by SLT and tweaked as necessary. Phase 5 8/3/2021 <ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. Continue to follow the system of controls to minimised the risk of infection Protective controls as in autumn term 2020 (see above) 17/5/2021 Guidance as at last RA.	Does provision of food need to be portable e.g. sandwiches so they can be eaten in the classroom/outside? If so is this hygienic and appropriate.	
Staff break times/lunchtime					

1. Hazards identified	2. Persons at risk	3. Control measures PHASE 1 PHASE 2 PHASE 3 Phase4 Phase 5 (Jan 2021 moving to full lockdown 6/1/2021)	Communication – with who? when? How?	4. Further action required (if any) / Comments	5. Link to guidance (DFE/NEU etc)
Risk of too many staff utilising toilet facilities causing cross contamination.	staff	<p>1) What capacity is there for staff to be allocated different toilet facilities in different areas of school?</p> <p>2) What cleaning regime are staff expected to adhere to after use?</p> <p>3) How will cleanliness of handles and door plates be guaranteed to prevent cross contamination ?</p> <p>4) What labelling etc will be needed?</p> <p>5) What provision is in place for monitoring and adjusting arrangements?</p>	<p>Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.)</p> <ol style="list-style-type: none"> 4 staff toilets available (3 in one room and the accessible toilet) Staff to have allocated toilet. Staff to wash hands thoroughly and wipe handles on way out and way in. Antibacterial wipes to be provided. Reminder posters to be used. Principal SLT monitoring. <p>Staff breaks and spaces to be timetabled.</p> <p>All staff/adults are required to wear face coverings when outside of their bubbles – including on the corridors, in the offices, the hall and communal areas.</p> <p>Phase 4 lockdown from 6th January 2021 As above</p> <p>Phase 5 8/3/2021</p> <ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. Continue to follow the system of controls to minimised the risk of infection Protective controls as in autumn term 2020 (see above) <p>Ventilation 8.3.2021 Areas of school should be kept well ventilated following the guidance (below). Opening windows but not causing a breeze. Ventilating classrooms by opening doors and windows at playtime and lunchtime etc</p> <p>17/5/2021 Guidance as at last RA. Staff to continue to wear face coverings when out of their bubble</p>		

1. Hazards identified	2. Persons at risk	3. Control measures PHASE 1 PHASE 2 PHASE 3 Phase4 Phase 5 (Jan 2021 moving to full lockdown 6/1/2021)	Communication – with who? when? How?	4. Further action required (if any) / Comments	5. Link to guidance (DFE/NEU etc)
Risk of insufficient social distancing as staff gather in social areas at lunch/ break times.	staff	<p>1) What capacity is there for staff to be allocated different rest areas and the access to these staggered?</p> <p>2) What cleaning will be needed between usage?</p> <p>3) What provision is in place for monitoring and adjusting arrangements?</p>	<p>Set of school coronavirus guidance to be produced by 5.6.20. (Staff to have training on this guidance.)</p> <ol style="list-style-type: none"> Limit to number of people in staff room, lunch breaks to be staggered for staff. Cleaner on site to clean after break/lunchtime Monitored by Principal/SLT <p>All staff/adults are required to wear face coverings when outside of their bubbles – including on the corridors, in the offices, the hall and communal areas.</p> <p>Disposal of face coverings 8.3.2021 Face coverings to be disposed of following the guidance and hands washed whenever they are touched.</p> <p>Hall/library/staff room used for socially distanced staff breaks.</p> <p>Phase 4 lockdown from 6th January 2021 As above</p> <p>Phase 5 8/3/2021</p> <ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. Continue to follow the system of controls to minimised the risk of infection Protective controls as in autumn term 2020 (see above) <p>Ventilation 8.3.2021 Areas of school should be kept well ventilated following the guidance (below). Opening windows but not causing a breeze. Ventilating classrooms by opening doors and windows at playtime and lunchtime etc</p> <p>17/5/2021 Guidance as at last RA.</p>		<p>NEU/Joint union questions</p> <p>How will breaks for staff operate?</p> <p>On a rota</p>
Safeguarding / First Aid					

1. Hazards identified	2. Persons at risk	3. Control measures PHASE 1 PHASE 2 PHASE 3 Phase4 Phase 5 (Jan 2021 moving to full lockdown 6/1/2021)	Communication – with who? when? How?	4. Further action required (if any) / Comments	5. Link to guidance (DFE/NEU etc)
Risk of increased safeguarding/ pastoral needs following self-isolation – risk of pastoral worker/ safeguarding lead cross contaminating individuals and groups	Children, staff	<ol style="list-style-type: none"> What provision has been made for pastoral/ safeguarding support? Have staff been briefed to be vigilant for children displaying signs and indicators of abuse? Have reporting lines been reinforced? How will pastoral support be provided while maintaining social distancing – can outside spaces be utilised? What consideration has been made to access by social workers/Early Help etc – how will this be managed? What provision is in place for monitoring and adjusting arrangements? 	<ol style="list-style-type: none"> Pastoral team to share pastoral support with staff working with children. Staff guidance has a safeguarding section. Reminder about reporting lines in guidance. Pastoral support not to take place in small spaces such as the sunshine room, outside areas preferred or larger areas such as the library. Access to Early Help and social care managed by DSL on an individual basis. DSL/Deputy DSL to monitor. <p><u>See new DFE guidance.</u></p> <p><u>KCSIE to be part of INSET day as it has been updated.</u></p> <p><u>Phase 4 lockdown from 6th January 2021</u> As above and vulnerable children identified and invited to work in school as appropriate.</p> <p><u>Phase 5 8/3/2021</u></p> <ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. Continue to follow the system of controls to minimised the risk of infection Protective controls as in autumn term 2020 (see above) Vulnerable children spreadsheet and monitoring to continue to take place <p><u>17/5/2021</u> Guidance as at last RA. And <u>17th May 2021</u> <u>Pupil wellbeing and support</u> Staff to follow up any child/ren who are in need of support. ELSA/MAST offered as appropriate, PSHE discussions give children the opportunity to discuss worries. Staff to be vigilant about wellbeing and feed any concerns into the weekly safeguarding meeting.</p>		<p>DFE Guidance DFE Guidance July 2020 Safeguarding Schools should consider revising their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils. Schools must have regard to the statutory safeguarding guidance, <u>keeping children safe in education</u> and should refer to the <u>coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance</u>. Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children’s social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm. Communication with school nurses is important for safeguarding and supporting wellbeing, as they have continued virtual support to pupils who have not been in school.</p> <p>Where necessary, wear appropriate personal protective equipment (PPE) The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:</p> <ul style="list-style-type: none"> where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained 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>Read the guidance on <u>safe working in education, childcare and children’s social care</u> for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it.</p>

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Risk of lack of safeguarding and pastoral capacity in school due to demand / staff shortages	Children, staff	1) How will capacity for safeguarding/pastoral support be maintained? 2) What capacity is available? 3) What provision is in place for monitoring and adjusting arrangements?	1. DSL/Deputy DSL in school at all times. 2. SLT are DSL/Deputy DSL. 3. Ongoing monitoring by SLT. Phase 4 lockdown from 6th January 2021 As above and vulnerable children spreadsheet monitored. Phase 5 8/3/2021 <ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. Continue to follow the system of controls to minimised the risk of infection Protective controls as in autumn term 2020 (see above) 17/5/2021 Guidance as at last RA. And 17th May 2021 Pupil wellbeing and support Staff to follow up any child/ren who are in need of support. ELSA/MAST offered as appropriate, PSHE discussions give children the opportunity to discuss worries. Staff to be vigilant about wellbeing and feed any concerns into the weekly safeguarding meeting.		DFE Guidance As more children return, it is expected that schools and colleges will have a trained DSL (or deputy) available on site.
Lack of appropriately qualified first aid staff means that children are not safe	Children, staff	1) How will the availability of first aid provision be guaranteed? 2) Which staff on duty have the different levels of qualification? 3) What can be done to mitigate risk? 4) What provision is in place for monitoring and adjusting arrangements?	1. An up to date qualified first aider will always be on site. 2. The FS lead has a paediatric first aid qualification that is up to date. 3. 8 staff have up to date level 3 first aid training. As soon as possible more first aid training to take place. 4. DSL to monitor. See revised for Covid-19 first aid policy First aid training completed for majority of staff by 6.10.2020 Paediatric first aid qualification completed for a second member of staff (autumn term 1) First aid training now completed for the majority of staff,		

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			<p>Phase 4 lockdown from 6th January 2021</p> <p>As above</p> <p>Phase 5 8/3/2021</p> <ul style="list-style-type: none"> • Risk assessment reviewed alongside change in current guidance. • Continue to follow the system of controls to minimised the risk of infection • Protective controls as in autumn term 2020 (see above) <p>17/5/2021</p> <p>Guidance as at last RA. And 17th May 2021</p> <p>Pupil wellbeing and support</p> <p>Staff to follow up any child/ren who are in need of support. ELSA/MAST offered as appropriate, PSHE discussions give children the opportunity to discuss worries. Staff to be vigilant about wellbeing and feed any concerns into the weekly safeguarding meeting.</p>		
Key staff who administer medicine at increased risk due to close contact with children from different groupings. How will medication be received from parents?	Children, staff	<p>1) Which staff have training to administer medication?</p> <p>2) How will parents hand-over medication/fill in required forms?</p> <p>3) How will compliance to Trust policies be guaranteed? What lines of communication will be in place to substantive class teachers/group leaders?</p> <p>4) What</p>	<p>1. Medicine to be administered by qualified staff from bubble. Need to put in procedure for this and check qualification for admin as normally children are administered medicine away from the classroom with trained central staff.</p> <p>2. Parents to hand over medicine fill in form in reception. This to be pre-arranged by phone call. This needs communication with parents. Administration of medicine in school to be kept to a minimum and only to be prescribed medicine.</p> <p>3. Staff to be directed to trust first aid policies and sign to say they have read.</p> <p>4. DSL to monitor.</p> <p>See revised for Covid-19 admin of meds policy</p>		

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		provision is in place for monitoring and adjusting arrangements?	Phase 4 lockdown from 6 th January 2021 As above Phase 5 8/3/2021 <ul style="list-style-type: none">Risk assessment reviewed alongside change in current guidance.Continue to follow the system of controls to minimised the risk of infectionProtective controls as in autumn term 2020 (see above) 17/5/2021 Guidance as at last RA.		
Pupil requires first aid for non-covid illness – staff exposed to additional risks due to proximity/body fluids	Children, staff	1) Have first aid areas been allocated which are well ventilated and maximise staff safety? 2) Have stocks of relevant PPE (Masks/gloves /aprons for sickness) been placed in these areas to enable ease of access? 3) Has provision of equipment for safely dealing with body fluids been checked and are they sufficient/sust ainable? 4) Has an emergency cleaning protocol been put in place, so body fluids are not left in areas with other children/staff present? 5) What provision is in	1. Windows to be opened and furniture taken out of the rainbow room. 2. PPE stock to be placed in this room. 3. FP to order disposable bins for bodily fluids etc. 4. Cleaning protocol to be established and shared with staff. 5. DSL to monitor. Phase 4 lockdown from 6 th January 2021 As above Phase 5 8/3/2021 <ul style="list-style-type: none">Risk assessment reviewed alongside change in current guidance.Continue to follow the system of controls to minimised the risk of infectionProtective controls as in autumn term 2020 (see above) 17/5/2021 Guidance as at last RA.		

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		place for monitoring and adjusting arrangements?			
Suspected / Confirmed Cases (Children)					
Risk of contamination spreading as symptomatic child continues to mix with staff / children	Children, staff	<p>1) Has a clear message been communicated to all stakeholders that any child with a raised temperature or cough will be sent home?</p> <p>2) Have good hygiene systems been put in place to ensure basic sneeze/cough/ hand hygiene is consistently adopted?</p> <p>3) Are supplies of soap/sanitiser and drying towels in place? Are they sustainable?</p> <p>4) Has a well-ventilated area been allocated to ‘hold’ children with symptoms in isolation until they can be collected?</p> <p>5) What arrangements are in place for supervision while a child is in the isolation space?</p> <p>6) What provision is in place for monitoring and adjusting arrangements?</p>	<p>1. Letter to parents clearly states that any child with a temperature or a cough will be sent home.</p> <p>2. Good hygiene routines put in place to ensure process is consistently adopted.</p> <p>3. Supplies in place and part of an ongoing order with FP.</p> <p>4. Rainbow room to be used to hold children until a parent arrives.</p> <p>5. Room has windows to the office and can be supervised at a distance.</p> <p>6. Principal to monitor</p> <p>See revised for Covid-19 first aid policy.</p> <p>As above and see updated DFE guidance (right).</p> <p>Any child/staff member with suspected Covid-19 symptoms asked to ring 111 or 119 for advice. If a test is taken provided they have not been in contact with anyone with a confirmed case then they can return after testing negative. If a child or member of staff has a confirmed case then they have to self-isolate for 10 clear days. If a child or member of staff has been in contact with someone with a confirmed case then they have to isolate for 10 days. Work should be sent home to any child self-isolating.</p> <p>Parents not to return children to school until the date stated on the test.</p> <p>Phase 4 lockdown from 6th January 2021</p> <p>If a child or member of staff lives with someone who has been advised to take a Covid-19 test and then they must self-isolate until that result comes through.</p> <p>Phase 5 8/3/2021</p> <ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. 		<p>DFE Guidance https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p> <p>What happens if someone becomes unwell at an educational or childcare setting? If anyone in an education or childcare setting becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance.</p> <p>If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).</p> <p>In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital.</p> <p>If a member of staff has helped someone with symptoms, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive (see ‘What happens if there is a confirmed case of coronavirus in a setting?’ below). They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance.</p> <p>NEU/Joint union questions Is there a system in place for isolating children who develop symptoms during the day, while they wait to be picked up?</p> <p>Yes in the rainbow room</p> <p>DFE Guidance July 2020 Manage confirmed cases of coronavirus (COVID-19) amongst the school community Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace. The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate. The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-</p>

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			<ul style="list-style-type: none"> Continue to follow the system of controls to minimised the risk of infection Protective controls as in autumn term 2020 (see above) Now testing for staff is taking place if a member of staff tests positive on a LFD then close contacts to self-isolate until the result of a PCR test comes through <p>Ventilation 8.3.2021 Areas of school should be kept well ventilated following the guidance (below). Opening windows but not causing a breeze. Ventilating classrooms by opening doors and windows at playtime and lunchtime etc</p> <p>17/5/2021 Guidance as at last RA.</p>		<p>isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:</p> <ul style="list-style-type: none"> direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual travelling in a small vehicle, like a car, with an infected person <p>The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see section 5 of system of control for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.</p> <p>A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’. They should get a test, and:</p> <ul style="list-style-type: none"> if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days. if the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ <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 self-isolation.</p> <p>Further guidance is available on testing and tracing for coronavirus (COVID-19).</p>
Risk of cross contamination with other children/adults from surfaces, handles etc within classroom space.	Children, staff	<p>1) Have sufficient cleaning materials been put in place within classrooms to enable regular cleaning of surfaces, handles etc during the day?</p> <p>2) Have good hygiene systems been put in place to ensure basic sneeze/cough/</p>	<p>1. Cleaning materials ordered and in place. needs to be checked on a daily basis and repeat orders made in a timely manner.</p> <p>2. Good hygiene to be promoted by all, posters to reinforce.</p> <p>3. Emergency cleaning protocol to be part of staff guidance.</p> <p>4. Principal to monitor.</p> <p>Phase 4 lockdown from 6th January 2021 As above</p> <p>Phase 5 8/3/2021</p> <ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. 		<p>DFE Guidance https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p> <p>use a tissue or elbow to cough or sneeze and use bins for tissue waste (‘catch it, bin it, kill it’)</p>

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		<p>hand hygiene is consistently adopted?</p> <p>3) Has an emergency cleaning protocol been put in place to ensure all areas where a suspected case have been are thoroughly cleaned?</p> <p>4) What provision is in place for monitoring and adjusting arrangements?</p>	<ul style="list-style-type: none"> Continue to follow the system of controls to minimised the risk of infection Protective controls as in autumn term 2020 (see above) <p>17/5/2021 Guidance as at last RA.</p>		
Risk of spread within groupings if case is confirmed / symptomatically probable	Children, staff	<p>1) Is protocol in place to communicate with Trust regarding informing parents if a case is confirmed/symptomatically consistent with infection?</p> <p>2) Is a deep cleaning regime in place, if and when needed?</p> <p>3) What provision is in place for monitoring and adjusting arrangements?</p>	<p>1. Trust will be informed at once if a case is confirmed/symptomatically consistent with the infection.</p> <p>2. Deep cleaning regime to be in place when needed</p> <p>3. Principal to monitor</p> <p>See revised for Covid-19 first aid policy and details of procedures in there.</p> <p>Phase 4 lockdown from 6th January 2021 As above</p> <p>Phase 5 8/3/2021</p> <ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. Continue to follow the system of controls to minimised the risk of infection Protective controls as in autumn term 2020 (see above) <p>17/5/2021 Guidance as at last RA.</p>		<p>DFE Guidance https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p> <p>What happens if there is a confirmed case of coronavirus in a setting? When a child, young person or staff member develops symptoms compatible with coronavirus, they should be sent home and advised to self-isolate for 7 days. Their fellow household members should self-isolate for 14 days. All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus, and are encouraged to get tested in this scenario.</p> <p>Where the child, young person or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation.</p> <p>Where the child, young person or staff member tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms.</p> <p>As part of the national test and trace programme, if other cases are detected within the cohort or in the wider setting, Public Health England's local health protection teams will conduct a rapid investigation and will advise schools and other settings on the most appropriate action to take. In some cases a larger number of other children, young people may be asked to self-isolate at home as a precautionary measure – perhaps the whole class, site or year group. Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary.</p>
Suspected / Confirmed Cases (Adults)					
Risk of contamination spreading as symptomatic adult continues to mix with staff / children	staff	<p>1) Has protocol of any staff member who displays symptoms being sent home/not</p>	<p>1. Protocol for staff displaying symptoms to isolate/travel home if safe to do so and seek a test.</p> <p>2. This will be communicated in the staff guidance.</p> <p>3. Leaders will be instructed to send adult with suspected symptoms</p>		<p>NEU/Joint union questions Will all staff be sent home as soon as they report symptoms during the school day and will arrangements be in place to provide cover as necessary?</p> <p>Yes</p>

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		<p>coming to work and seeking a test been implemented?</p> <p>2) Has this been communicated to staff?</p> <p>3) Have leaders been instructed to send any adult suspected of being symptomatic out of school?</p> <p>4) Has a space been allocated so any unwell adult, who is unable to drive can wait in isolation?</p> <p>5) What provision is in place for monitoring and adjusting arrangements?</p>	<p>home.</p> <p>4. Adult to seek test and only return after the test is negative and there are no symptoms.</p> <p>5. Rainbow room can be used to isolate the member of staff before returning home.</p> <p>6. Principal to monitor.</p> <p>See revised for Covid-19 first aid policy</p> <p>Phase 4 lockdown from 6th January 2021</p> <p>As above</p> <p>Phase 5 8/3/2021</p> <ul style="list-style-type: none"> Risk assessment reviewed alongside change in current guidance. Continue to follow the system of controls to minimised the risk of infection Protective controls as in autumn term 2020 (see above) <p>17/5/2021</p> <p>Guidance as at last RA. and staff expected to follow the guidance for isolating following a positive LFD test until they have a negative PCR test.</p>		
Health and Wellbeing (Adults)					
Risk to staff mental health and well-being	staff	<p>1. What is in place to reassure staff they are working in as safe an environment as possible?</p> <p>2. Have staff been asked what they need to feel safe?</p> <p>3. What is in place to ensure that staff have opportunities for self-referral to mental</p>	<p>1. Staff guidance will be transparent about how we are making the environment as safe as we can.</p> <p>2. Regular contact with staff to check will be made by the principal and staff will be told to report anything that does not follow procedures and protocol such as cleaning etc.</p> <p>3. Opportunities for mental health support for staff will be shared.</p> <p>4. Informal support with other staff/opportunities to access counselling will be shared.</p> <p>Please see updated guidance (right) Staff wellbeing survey to be carried out.</p> <p>Well at work co-ordiantor produced action plan.</p> <p>Phase 4 lockdown from 6th January 2021</p> <p>As above</p>		<p>DFE Guidance https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020</p> <p>Governing boards and senior leaders should be conscious of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working practices in a way that promotes good work-life balance and supports teachers and leaders.</p> <p>NEU/Joint union questions What pastoral support services will be available?</p> <p>They will be signposted</p> <p>Does the school recognise its duties under health and safety law to protect the mental as well as physical health of staff?</p> <p>Yes</p> <p>What plans are in place to ensure that this duty is applied?</p> <p>Ongoing H&S monitoring and checks. A monitoring schedule will be drawn up.</p>

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		<p>health support?</p> <p>4. What is in place to provide opportunities for confidential conversation s/counselling sessions?</p>	<p>Phase 5 Staff well-being a standing item on agendas. Advice shared with staff. Well at work initiative well under way.</p> <p>7th May 2021 School workforce Mental Health</p> <p>Ensure that staff are regularly signposted to resources to support mental health and wellbeing.Ensure an open-door policy for staff to ask questions and guidance around Covid-19 measures.</p> <p>17th May 2021 CEV/CV staff</p> <p>All staff classed as vulnerable to have an individual risk assessment and be responsible for complying with the systems of control in place. Staff to report any concerns to the principal.</p>		<p>What counselling services are available for staff and pupils who may need support?</p> <p>In school</p> <p>How will the school monitor workload at this time to ensure a reasonable work/life balance for staff?</p> <p>Discussions with teachers and SLT.</p> <p>DFE Guidance July 2020 School workforce Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, we expect that most staff will attend school. It remains the case that wider government policy advises those who can work from home to do so. We recognise this will not be applicable to most school staff, but where a role may be conducive to home working, for example some administrative roles, school leaders should consider what is feasible and appropriate. Staff who are clinically vulnerable or extremely clinically vulnerable Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. We expect this will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall. Advice for those who are clinically-vulnerable, including pregnant women, is available. Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19. School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing. People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace. Staff who are pregnant As a general principle, pregnant women are in the ‘clinically vulnerable’ category and are advised to follow the relevant guidance available for clinically-vulnerable people. Staff who may otherwise be at increased risk from coronavirus (COVID-19) Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report. The reasons are complex and there is ongoing research to understand and translate these findings for individuals in the future. If people with significant risk factors are concerned, we recommend schools 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. People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace. Employer health and safety and equalities duties Schools have a legal obligation to protect their employees, and others, from harm and should continue to assess health and safety risks and consider how to meet equalities duties in the usual way. Following the steps in this guidance will mitigate the risks of coronavirus (COVID-19) to pupils and staff and help schools to meet their legal duties to protect employees and others from harm. Supporting staff Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process. All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school. The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about the extra mental health support for pupils and teachers is available. The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.</p>

1. Hazards identified	2. Persons at risk	3. Control measures PHASE 1 PHASE 2 PHASE 3 Phase4 Phase 5 (Jan 2021 moving to full lockdown 6/1/2021)	Communication – with who? when? How?	4. Further action required (if any) / Comments	5. Link to guidance (DFE/NEU etc)
<p>Risk to staff with pre-existing medical conditions or living with those with pre-existing medical conditions</p> <p>New health questionnaire gone to staff for return by 30th October 2020 to assess health needs.</p>	Shielding staff	<ol style="list-style-type: none"> How are these staff kept up to date with developments in school, so they don't feel isolated? What are staff expectations – have these changed? Working from home / working at school? 	<ol style="list-style-type: none"> Weekly wellbeing phonecalls, email communication to whole staff. Staff expectations to be clear from 1st June for staff who are shielding or living with someone shielding. One part time member of staff officially formerly shielding. Conversation took place between Principal and staff member before restart of role to ensure that protective measures that were in place were sufficient and member of staff felt safe. Risk assessment September 2020. Update guidance for formerly shielding members of staff to include facemask/visor at all times in school. To be reminded about social distancing and handwashing procedures as well. From 5/11/2020 all extremely vulnerable staff or primary carer for extremely vulnerable dependent to work from home. 		<p>Staff who are clinically extremely vulnerable New advice for those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list) was published on 13 October. The guidance provides advice on what additional measures individuals in this group can take tailored to each Local COVID Alert Level. All staff can continue to attend school at all Local COVID Alert levels. In the future, the government will only reintroduce formal restrictive shielding advice in specific local areas at very high alert level with exceptional circumstances where this has been advised by the Chief Medical officer, and only for a limited period of time. The government will write to individuals to inform them if they are advised to follow formal shielding and not attend the workplace. Further guidance to the clinically extremely vulnerable is available.</p> <p>Staff who are clinically vulnerable Clinically vulnerable staff can attend school. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission.</p> <p>This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in section 6 of the 'prevention' section of this guidance. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children and adolescents.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace unless advised otherwise by an individual letter from the NHS or a specialist doctor.</p> <p>What has changed While previous shielding guidance helped protect those most at risk from COVID-19, many people reported that they found the advice very restrictive.</p> <p>Since the introduction of shielding, many new measures have been introduced in our communities, including the rule of 6, COVID-secure workplaces, and the widespread use of face coverings, all of which have reduced the need for such restrictive shielding advice.</p> <p>The government also has better data on new infections and has introduced local COVID alert levels, with rules and advice based on the level of risk in a local area. This updated guidance offers additional advice to the clinically extremely vulnerable over and above local COVID alert level guidance. This new guidance aims to strike a better balance between providing practical steps to help keep you safe while reducing some of the potentially harmful impacts on mental and social wellbeing that were associated with previous strict shielding. It sets out the steps clinically extremely vulnerable people can take to protect themselves at each local COVID alert level.</p> <p>In the future, the government will only reintroduce formal shielding advice in the very worst affected local areas and for a limited period of time. This will only apply to some, but not all, very high alert level areas and will be based on advice from the Chief Medical Officer. The government will write to you separately to inform you if you are advised to shield. You are not advised to follow formal shielding advice again unless you receive a new shielding notification advising you to do so. From now, refer to the new local COVID alert levels for your area.</p>
	Staff living with someone who is shielding	<ol style="list-style-type: none"> If they can't be separated from the person isolating what are expectations? 	<ol style="list-style-type: none"> From 5/11/2020 all extremely vulnerable staff or primary carer for extremely vulnerable dependent to work from home. 		
	Staff who have to self isolate/ If a member of staff develops symptoms	<ol style="list-style-type: none"> What will be done to ensure safety of that member of staff and other staff who may have been in contact? What are arrangements if a child shows symptoms (or siblings)? e.g. send home to isolate. What will actions be to inform 	<ol style="list-style-type: none"> Guidelines will be followed they are to leave school and they will be asked to isolate for 10 days or take a test. Send home to isolate and recommend a test or seeking advice from 111. Parents will be informed by phone whilst the child is kept isolated Space for isolating used. Communications to parents timely. <p>Phase 4 lockdown from 6th January 2021 As above with the exception that self-isolation is now for 10 days.</p> <p>Phase 5 RA completed for CEV, CV and other vulnerable staff, Staff reminded of</p>		

1. Hazards identified	2. Persons at risk	3.Control measures PHASE 1 PHASE 2 PHASE 3 Phase4 Phase 5 (Jan 2021 moving to full lockdown 6/1/2021)	Communication – with who? when? How?	4.Further action required (if any) / Comments	5. Link to guidance (DFE/NEU etc)
		<p>parents/carers?</p> <p>4. What changes will be made to the arrangements in school?</p>	<p>protective measures put in place if working in school.</p> <p>17th May 2021 CEV/CV staff as above and.....</p> <p>All staff classed as vulnerable to have an individual risk assessment and be responsible for complying with the systems of control in place. Staff to report any concerns to the principal.</p>		

Educational/Curriculum Continuity				
<p>Children are unable to learn because they are required to stay at home for a period of time due to self-isolation.</p> <p>(23/10/2020)</p>			<ol style="list-style-type: none"> Teachers informed that a child/children is self-isolating and remote learning to be set up. Communication with parent to indicate that remote learning will be set. Teacher communicates with the parent/child via Purple Mash/Dojo and learning expectations shared linked to the learning going on in the class. Ongoing remote communication and feedback from school to take place. Phonecalls offered and made where necessary. Parents also signposted to remote learning offer on the website for extra information. 	<p>DFE Guidelines</p> <p>Remote education expectations (from 23rd October 2020)</p> <p>Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.</p> <p>In developing these contingency plans, we expect schools to:</p> <p>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</p> <p>give access to high quality remote education resources</p> <p>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</p> <p>provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</p> <p>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</p> <p>When teaching pupils remotely, we expect 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 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> <p>plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers</p> <p>For secondary schools teaching pupils remotely in a rota system because of tier 2 local restrictions, modified remote education expectations apply. These can be found in how schools can plan for educational tier 2 local restriction.</p> <p>We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.</p> <p>We have now published a temporary continuity direction which makes it clear that schools have a duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). This came into effect from 22 October 2020. The direction poses no additional expectations on the quality of remote education expected of schools beyond those set out in this guidance.</p>
Aspects of the curriculum are not available as internal shared spaces are not in use/safe to use in high energy activities (eg. Computer suite, hall for PE)		<ol style="list-style-type: none"> 1. What mitigation can be put in place to avoid identified risks and enable spaces to be used (eg regular cleaning of computer suites)? 2. How can the annual programme be adjusted to ensure that, across a year, students gain the breadth of experience? 3. Can contingency arrangements be put in place – eg increasing class-based IT? 	<ol style="list-style-type: none"> 1. Shared spaces kept to a minimum. Only really the computer suite. This to be timetabled and cleaned between uses. 2. Initial plan for Autumn term and this to be evaluated at half term so that all children get access to a wide breath of experience. 3. iPads can be used in the class. These to be timetabled. 	<p>17th May Most areas of the curriculum available with the exception of swimming and wind and brass instrument whole class lessons.</p>
Aspects of the curriculum are not available as specialist teaching and support is not available/able to be taught (eg. music)		<ol style="list-style-type: none"> 1. Can control measures be put in place to reduce the risk posed by staff with a multi-site role (eg stricter social distancing) 2. Can mitigation over activity (eg instrument choices/cleaning regimes) be made to ensure that specialist tuition can continue. 3. Can curriculum time be reassigned to 'block' subjects into later periods of the year? 	<ol style="list-style-type: none"> 1. Social distancing essential for colleagues working across groups. Visors can be worn if wanted. Outdoor learning more prevalent. 2. Meeting with the music service to risk assess music tuition in school. 3. Curriculum long and medium-term plans to be evaluated in September to ensure a broad and balanced coverage. Assessment and plans for 'filling gaps' in learning established in September. 	<p>As of the 17th May music teaching is available and adapted.</p> <p>17th May 2021</p> <p>Music, dance and drama in school</p> <p>Music will continue in a socially distanced way. No wind or brass instruments this term. Singing and string instruments for whole class lessons. Take place in the hall with children facing forward. Teacher to socially distance and wear a face covering. Performances will be risk assessed and not commence until June 21st at the earliest and will take place outside if possible.</p>
Local lockdown measures mean that school closes and children (other than key workers) are home educated.		<ol style="list-style-type: none"> 1. Are contingency plans in place to ensure that work packs/online learning can rapidly be put in place? 2. What provision is in place for implementation of key worker provision/rapid deep cleaning? 3. How will the quality of ongoing provision be maintained/monitored in a lockdown situation. 	<ol style="list-style-type: none"> 1. Home learning would take place via dojo. Evaluation of what worked well in home learning to take place in early autumn term. 2. Key worker provision would be quickly re-established. Rapid deep cleaning support would be used. 3. Colleagues to follow planning as closely as possible in a remote way making use of electronic resources and video by Ruth Miskin and White Rose etc. 	<p>17th May 2021</p> <p>Remote learning is in place for children who are isolating.</p>
Class bubbles close due to a positive covid test and children are home educated.		<ol style="list-style-type: none"> 1. Are contingency plans in place to ensure that work packs/online learning can rapidly be put in place? 2. What provision is in place for implementation of key worker provision/rapid deep cleaning? 3. How will the quality of ongoing provision be maintained/monitored in a lockdown situation? 	<ol style="list-style-type: none"> 1. If closed the teacher of bubble is well placed to communicate with class by Dojo and purple mash. 2. Provision would be re-established for key workers in bubble. Plan to be made. 3. Provision can be monitored by hits and online. KIT calls to be put in place. 	<p>17th May 2021</p> <p>Remote learning ready to be put into place should it be needed.</p>

Children fail to engage with learning at school or become school refusers		<ol style="list-style-type: none"> 1. What provision is in place to ensure home learning is continued while engagement is built? 2. How will social distancing be maintained for staff visiting homes of non-engaging pupils? 3. What capacity has been made available within pastoral teams to build engagement for these pupils? 	<ol style="list-style-type: none"> 1. Wider use of KIT calls where home learning is not engaged with. Evaluation of home learning last term. 2. Visits to take place outside and planned for. 3. Pastoral team/SLT/Principal to keep a track of vulnerable pupils though KIT calls. Any concerns recorded and discussed. 	<p>17th May 2021</p> <p>Home learning take-up monitored when children isolating. Very few children have needed this since return to school in April.</p>
Children with SEMH needs are unable to socially distance/control behaviour and are subject to temporary exclusion		<ol style="list-style-type: none"> 1. What risk assessment/pastoral provision is in place to avoid this situation arising? 2. What provision is in place to ensure home learning is continued while engagement is built? 3. How will social distancing be maintained for staff visiting homes of pupils? 4. What capacity has been made available within pastoral teams to build understanding for these pupils? 	<ol style="list-style-type: none"> 1. Home school agreement read and understood. If possible outdoors can be used. 2. Exclusion pack sent with child. Daily KIT calls to take place. 3. Visits to take place outdoors and planned for 4. Appropriate Pastoral team/Principal/SLT alerted when issue arises. 	<p>17th May 2021</p> <p>Home school agreement still in place.</p>

Section 4 – Staff LFD Testing Risk Assessment

Hazards	Associated risks	Current Control/ Mitigation Measures	Risk Evaluation (post measures)			Additional control needed?
			Probability	Severity	Risk	
Contact between staff increasing the risk of transmission of COVID19 : Collection of tests	Transmission of the virus leading to ill health or potential death	<ul style="list-style-type: none"> • Social distancing: Office staff to give out tests trough the office window so that they don't get close. • All staff to wear face masks at all times when receiving/distributing tests • All staff to use hand sanitizer prior to collecting/signing for tests 	1	4	4	<p>Monitor the situation.</p> <p>17th May 2021 No adverse incidents as of May 12th 2021</p>
Damaged packaging, lost LFD, misread batch no, damaged LFD	Incorrect record on registration portal & No result communicated to individual. Testing unable to take place	<ul style="list-style-type: none"> • Batch numbers recorded on collection and on reporting of result to enable cross-reference • Kit(s) are damaged in transit/at home and are unusable – this is reported and replacement kits provided 	1	1	3	No Action
Potential rick posed by extraction solution which comes with the lab test kit to user or others in home environment. Solution contains the following components: NA2HPO4 (disodium hydrogen phosphate), NaH2PO4 (sodium phosphate monobasic), NaCl (Sodium Chloride)	These components do not have any hazard labels associated with them, and the manufacturer states that there are no hazards anticipated under conditions of use as described in other product literature. This is the case for exposure to: eye, skin, inhalation, ingestion, chronic toxicity, reproductive and developmental toxicity, carcinogenicity, and medical conditions aggravated by exposure.	<ul style="list-style-type: none"> • Extraction solution comes in pre-prepared vials - these are sealed. Any spillage is safe to be cleaned at come. • Spillages: wipe surfaces which the solution has been spilt on and dispose of cleaning material in line with the lab's waste disposal procedures • Storage at home - Staff to be instructed to store test kits out of reach of children/pets at home • Do not use if the solution has expired • Follow procedures on the instructions provided by 	1	1	1	No Action

		<div>manufacturer to mitigate against inhalation, skin contact or ingestion of these chemicals.</div> <ul style="list-style-type: none">Staff instructed to report any incident to school covid coordinator as soon as possible				
User suffers allergic reaction to element of test kit.	No allergic reaction has been reported to the tests, however this may present a risk to staff if it were to occur	<ul style="list-style-type: none">If severe reaction staff instructed to phone 999 immediatelyIn case of milder reaction staff instructed to contact 111 and seek medical adviceAny reaction is to be reported to the school covid testing coordinator and the 'yellow card' system followed.				No action

Approved By: D Horrigan

Date:

