


IMPORTANT – please read this information before completing this risk assessment.

This is a model risk assessment and **MUST be adapted to reflect the significant hazards and control measures present in your site** to allow the safe return of pupils and staff to your school. This is a live document and it must be continuously reviewed alongside the latest Covid-19 government guidance. It must also be read alongside existing risk assessments and health and safety arrangements for your school.

The control measures listed **are prompts** and will not necessarily reflect those in all establishments and you **MUST** adapt it by adding (or removing) **and outlining in detail the control measures as appropriate to your establishment.**

If you would like support for confirmed cases of COVID-19 call the DfE Coronavirus helpline on 0800 046 8687, they will work with you to assess the risk and advice what actions to take. You may also call the PHE SW Health Protection Team for advice on 0300 303 8162 if the following applies; you have taken action but are still seeing more cases, you think you may need to close your setting someone in your setting has been admitted to hospital or you are getting significant media interest.

 <p>An Daras Trust Igniting Curiosity Growing Capabilities</p>	Establishment/Department: Establishment/Department: Windmill Hill Academy (part of the An Daras Trust)	Establishment Risk Assessment	RA100 V2.4
	Address: Windmill Hill, Launceston, Cornwall. PL15 9AE		
<p>Person(s)/Group at Risk Staff, Pupils, Visitors and Contractors</p> <p>Return to school risk assessment – based on the principles and guidance contained within DfE Guidance. The following guidance to reflect the changes announced by the Prime Minister on the wider reopening of schools and colleges from Monday 8 March:</p> <ul style="list-style-type: none"> early years and childcare providers actions for schools during the coronavirus outbreak special schools, special post-16 providers and alternative provision <p>It is a legal requirement that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term. This risk assessment is generic, and each school is responsible for reviewing and amending to ensure it is applicable to their setting and the latest government guidance and must consult with their staff regarding the risks and control measures being implemented.</p> <p>When conducting the risk assessment, it is important that the school adopts a considered collaborative approach in line with DfE Guidance.</p>	<p>Date assessment completed: Updated version – 4.9.2020 Updated: 18.9.2020, 30.10.2020, 6.11.2020, 23.11.2020, 29.11.2020, 2.1.2021, 4.1.2021, 10.1.2021, 22.1.2021, 1.3.2021.</p> <p>This document is to remain under constant review due to the fast-changing nature of DfE / Government guidance in response to the challenges posed by Covid-19.</p> <p>Assessor(s): Abby Bassett (Head of School) and Jo Callow (Executive Headteacher)</p>		
Version Control: RA 100 Version 2.1			
Update – 15/7/20, page 6. Premises related matters - Management of waste			
Update – 25/08/20, page 12,13,14. School Transport			
Update – 25/08/20 and 02/09/20, page 14-15. Curriculum considerations (Science, art and D&T Music Dance and Drama – link to new guidance and guidance for performing arts)			

Update – 25/8/20, page 8. Managing supply teachers, visitors, contractors and other temporary visiting staff	
Update – 25/8/20, 28/08/20, 02/09/20 page 10-11. Dealing with suspected and confirmed case/cases and outbreak, link to access to testing kits, use of face coverings in education – link to new guidance, link to action cards and updated guidance of 31/820	
Update – 25/8/20, page 6-7. Contaminated surfaces spreading virus.	
Update – 02/09/20, page 4. Social distancing and reducing risk of transmission, Wraparound provision	
Update – 02/09/20, page 6. Premises related matters - Hiring of premises	
Update – 15/09/20, page 16. Educational Visits - updated link.	
Update – 29/10/20, page 5 – 6. Premises related matters, ventilation to reduce to spread and thermal comfort – Updated following HSE spot checks.	
Update – 29/10/20, page 15. Curriculum considerations, update on Music Dance and Drama	
Update – 14/12/2020, page 11 - Dealing with suspected and confirmed case/ cases and outbreak	
Update – 04/01/2021 – page 2 – new links to DfE school's website for up to date guidance and consultation with staff	
Update – 04/01/2021 page 3 – definition of close contact	
Update – 04/01/2021 page 9 - Staff measures to reduce contact and transmission Covid-19.	
Update – 04/01/2021 page 14 – Lateral Flow Testing (Secondary Schools)	
Update – 08/03/2021 page 14 – Lateral Flow Testing (Secondary Schools)	
Update – 14/01/2021 page 14 - Lateral Flow Testing (primary staff home testing)	
Update – 08/03/2021 first page PHE information	
Update – 08/03/2021 page 2 – return to school March 8 th guidance	
Update – 08/03/2021 page 4 – definition of close contact	
Update – 08/03/2021 page 5 - Guidance for EYFS	
Update – 08/03/2021 page 5 - Wraparound provision	
Update – 08/03/2021 page 12 - Accessing testing arrangements are clear for all staff	
Update – 08/03/2021 page 13 - Assessment of all staff, including high risk staff	
Update – 08/03/2021 page 13 - face covering	
Update – 08/03/2021 page 14 - Dealing with suspected and confirmed case/ cases and outbreak	

Update – 08/03/2021 page 14 - Lateral Flow testing (Secondary Schools)		
Update – 08/03/2021 page 15 - Lateral Flow testing (Primary staff home testing)		
Update – 08/03/2021 page 16 - Vulnerable groups who are clinically, extremely vulnerable		
Update – 08/03/2021 page 21 - Educational visits		
Significant Hazard Section	Control measures in place <i>Additional measures or actions not included in this column below should be put in the assessor's recommendations at the end of this document</i>	Optional: School's comments re. mitigations put in place
Social distancing and reducing risk of transmission		
Definition of close contact	<p>When completing your risk assessment, it is important that your mitigations control measures in all aspects of the school day, considers PHE definition of 'close contact'. The following definition of 'close contact':</p> <p><i>Manage confirmed cases of coronavirus (COVID-19) amongst the school community. (Close contact means):</i></p> <p>The current definition of close contact in a school setting is shown below.</p> <ul style="list-style-type: none"> ○ face-to-face contact including being coughed on or having a face-to-face conversation within one metre (this will include times when you have been wearing a face covering or face mask) ○ been within one metre for one minute or longer without face-to-face contact ○ been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day) ○ travelled in the same vehicle or a plane (this includes school transport) <p>Focusing on obtaining mitigations to reduce close contact, will reduce staff and pupil absences when there are cases within the school. Note that the use of face masks and other forms of PPE does not exclude somebody from being considered a close contact (unless they are providing direct care with patients or residents in a health and care setting, NHS Test and Trace: how it works - GOV.UK (www.gov.uk)</p>	<p><i>Staff reminded about close contact and maintaining social distancing between staff members (and, where able to, pupils).</i></p> <p><i>Masks and face visors available for all staff members.</i></p> <p><i>Staff and parents reminded about face coverings (see section below).</i></p> <p><i>Minimising contact with number of different staff members.</i></p> <p><i>Remind staff of close contact definitions, including being within 2 metres of someone for more than 15 minutes (either as a one-off contact or added up together over one day).</i></p> <p><i>Limit to being in the staffroom to 15 minutes.</i></p>

<p>Entrance and egress to school site causing large groups of people inside school grounds compromising social distancing.</p>	<p><i>Stagger drop-off and collection times avoiding any changes to pupils that arrive at school on school transport where possible. Provide information to parents. If possible, only one parent to attend. Use alternative drop off locations where possible. Schools should also have a process for safely removing and disposing of / storing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them, following the recommendations in the government guidance Staying safe outside of your home: face coverings and Guidance for Full Opening. Pupils must be instructed to wash their hands, on arrival.</i></p>	<p><i>Stagger drop-off and collection times (see timetable). Provide information to parents via the school website and ClassDojo. A range of different entrances/exits used for different year groups and staggered times if the same ones need to be used. These will be clearly labelled and photos posted on ClassDojo. Information board outside main entrance. A process in place for safely removing and disposing of / storing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them via ClassDojo for parents and in information shared with staff: Pupils/staff to be instructed not to touch the front of their face during use or removing them. They must wash their hands immediately on arrival, 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. At least two members of the SLT team on duty at the start of the day and one at the end of the day.</i></p>
<p>Parents gathering at school gate not social distancing</p>	<p><i>Plan parents' drop-off and pick-up protocols that minimise adult to adult contact. Make clear to parents that they cannot gather at entrance gates or doors or enter the site (unless they have a pre-arranged appointment, which should be conducted safely).</i></p>	<p><i>Parents to be informed and reminded via ClassDojo. ClassDojo messaging service to remain on for parental communication. Signs displayed asking parents not to enter the building. From 5.11.20, all parents/carers and siblings over the age of 11 dropping off/picking up have been asked to wear a face covering.</i></p>

		At least two members of the SLT team on duty at the start of the day and one at the end of the day.
Overcrowding in classrooms and corridors.	<i>Children are to be grouped into consistent groups with contact between groups avoided (see Curriculum section below). Desks should be forward facing and spaced as far apart as possible and arranged so that face to face seating is avoided. Set out classrooms where possible to ensure access to outside space and their age appropriate equipment and resources, whilst preventing mixing with other groups. Removal of some furniture may be required to enable this. Reduce movement around the school using timetabling and appropriate selection of classroom or other learning environments. Stagger assembly groups.</i>	<p>Children organised into year group bubbles.</p> <p>See timetable which lists staggered play times and areas to be used for playtime/lunchtime.</p> <p>The playground is divided into two using barriers.</p> <p>Reduce movement around the school (year groups to keep to their zones as much as possible).</p> <p>Equipment in classrooms to only be used by year group bubbles. They can be used and shared within the bubble but should be cleaned regularly. Personal packs to be created for individual pupils of regularly used items, e.g. pencils, pens, rulers. No pencil cases to be brought in from home.</p> <p>Shared resources, e.g. Science, 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 plastic) between use by different year group bubbles.</p> <p>Assemblies to be carried out in classrooms/year group bubbles not as a collective in the hall.</p>
Risk of transmission within EYFS settings	<i>Updated Guidance for EYFS (February 2021 early years and childcare providers) to be followed. Removes keeping children in small consistent groups within settings, but still minimising mixing where possible taking into consideration increased risk factor to staff.</i>	Children organised into year group bubbles therefore Year F will have their own bubble.
Groups mixing during breaks and lunchtime compromising social distancing.	<i>Staggered break times and ensure appropriate supervision is in place. Use different playground locations where possible Staggered lunchtimes & in set groups with handwashing – tables kept apart. Or lunches delivered to classrooms. Ensuring everyone keeps further apart than normal. Cleaning of tables between uses by different groups.</i>	<p>Refer to timetable. Morning breaktimes will be staggered and different sides of the playground allocated.</p> <p>This will also be the case for lunchtimes where times have been staggered, alternating use of</p>

		<p>outdoor areas, some using the hall and some eating in their classrooms.</p> <p>Additional tables have been purchased so pupils can sit forward facing and not opposite someone else.</p>
Wraparound provision: Groups mixing during extra-curricular provision	<p>Schools should work to resume any breakfast and after-school provision, where possible, from the start of the autumn term. Carefully consider with external providers how such provision can work alongside wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then use small, consistent groups. Schools can consult the guidance produced for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children, as much of this will be useful in planning extra-curricular provision. Where parents use childcare providers or out of school extra-curricular activities for their children, schools should encourage parents and carers to seek assurance that the providers are carefully considering their own protective measures, and children should only attend settings that can demonstrate this. DfE have issued guidance for parents and carers, which schools may want to circulate.</p>	<p>Breakfast club will resume organised into year group tables where they will eat and play. See breakfast club risk assessment.</p> <p>After school clubs will not operate currently due to not being able to keep them in their year group bubbles. This will be reviewed at Easter.</p>
Spread of virus due to increased numbers of people within the building.	<p>Inform parents that if their child needs to be accompanied to school only one parent should attend</p>	<p>Inform parents (via the website and ClassDojo) that if their child needs to be accompanied to school only one parent should attend. Parents reminded, via ClassDojo, prior to re-opening and when re-opened for additional pupils returning.</p>
Staff	<p>Staff should maintain Public Health guidance of 2m wherever possible. If reduced to 1m as long as mitigations are in place, e.g. not face to face or wearing PPE (face covering doesn't count) or a Perspex screen in place. The priority is always to try to maintain 2m social distancing, but where this cannot be achieved, regular hand washing/cleaning and good respiratory hygiene are also important for both staff and pupils.</p>	<p>Risk assessment shared with staff and reminded where necessary.</p> <p>PPE equipment, e.g. face masks, are available for staff if needed, e.g. first aid or 1:1 support.</p> <p>From January 2021, staff members to wear face coverings in communal areas and corridors.</p> <p>All meetings will be carried out virtually, e.g. staff meetings. This will be reviewed at Easter.</p>
Premises related matters		

<p>Changes to building use being safe for pupils & staff – e.g. storage, one-way systems, floor tape.</p>	<p><i>Review whole school risk assessment (RA22 or equivalent), to ensure control measures remain suitable and in place. Update risk assessments to include any changes that have been necessary (e.g. handwashing, one-way systems, allocation of specific classrooms) and this must include curriculum risk assessments where necessary.</i></p> <p><i>Consider how the layout will enable access to outdoor space and the equipment necessary for teaching the year groups. Consider how changes will impact on arrangements such as safe fire evacuation routes (see below).</i></p>	<p><i>Reviewed whole school and curriculum risk assessment. Updated and reviewed policies where appropriate, e.g. first aid, behaviour, fire procedure. H & S checklist completed prior to re-opening in June and reviewed. All shared with staff and copies in the staffroom.</i></p> <p><i>Weekly/monthly H & S checks have been carried out and will continue. The playground is divided into two using barriers for playtimes and other areas also used at lunchtimes with staggered timings.</i></p> <p><i>Year groups to use different entrances/exits and their nearest exit during other times of the day, e.g. access to the outdoor area. Prior to the autumn term, staff set up communal areas/classrooms in line with guidelines and these have been updated in the Spring term.</i></p>
<p>First Aid procedures – Reduced numbers of first aiders and Paediatric first aider.</p>	<p><i>Review First Aid risk assessment (RA22 or equivalent). Rota systems in place to ensure adequate numbers of first aid and PFA trained staff. Communication of first aid arrangements during daily briefings. PPE within first aid supplies</i></p>	<p><i>Shared updated first aid policy with staff. There are a number of first aid stations positioned throughout the school. First aid should be administered in year group bubble area as much as possible. First aid kits (bumbags) to be taken into the playground during playtimes/lunchtimes if the staff member is first aid trained to be administered if minor. First aid trained staff to be contacted if first aid treatment is need at playtimes/lunchtimes indoors.</i></p> <p><i>Purchase of walkie talkies if a staff member is in another outside area, e.g. Y1/2 shelter or garden. Space out first aid seats. There are a number of first aiders on site at one time. There will be at least one PFA trained staff on site at all times.</i></p>

Fire Procedures	<i>Review the fire risk assessment taking into consideration any changes made to the layout, and the impact this may have on fire evacuation and escape routes. Ensure that testing and monitoring regimes are in place for fire detection and alarm systems, fire extinguishers and that any interim arrangements (such as doors propped open where necessary to reduce hand contact), are managed so that they do not compromise fire protection (and security) measures. Review where required fire evacuation routes and assembly points to ensure that social distancing guidelines are being met.</i>	<i>Shared updated fire procedure with staff. Carried out a fire drill early in the Autumn term, Spring term and then at least once termly.</i>
Water hygiene – management of legionella	<i>Review the water hygiene management plan. Ensure that agreed regimes for flushing and monitoring of temperatures have been maintained throughout any period of closure / partial opening. Where regimes have not been maintained ensure that cleaning and disinfection has taken place prior to reoccupation as per government guidance Managing School Premises during the Covid-19 outbreak.</i>	<i>Reviewed water hygiene management plan by EPlus. Flushing was carried out prior to re-opening where there was closure and carried out in parts of the school where not regularly used. Monitoring of temperatures have been maintained throughout and will continue by EPlus and water samples were taken. All passed.</i>
Using and monitoring new practices to reduce risk of Covid-19 transmission	<i>Training of all staff via briefing prior to start – to include contents of this RA, alternative layouts and any changes to fire evacuation routes, use of PPE, location of designated room for suspected cases. Explaining to children about the use of face coverings – to support children with adhering to social distancing. Headteachers and school leaders must monitor arrangements and make remedial actions where needed. Ensure there are opportunities for all employees to raise concerns / make suggestions.</i>	<i>Information shared with all staff on a regular basis. Executive Headteacher/Head of School must monitor arrangements throughout the day and make remedial actions where needed.</i>
Management of premises related risks e.g. asbestos, delayed statutory testing (LOLER)	<i>Communication arrangements to ensure that requirements and controls are understood by responsible persons (e.g. signing in processes for contractors). If equipment is not within statutory test periods (e.g. lifts and hoists) then it should be taken out of use until the inspection and test can be completed.</i>	<i>When arranging compliance visits from contractors in September, the Central property team will send the following statement to all contractors: 'We are sure you will but please follow Government guidance in relation to Covid-19 whilst you are visiting our sites. Each school/site will have different specific instructions which will be explained to you when you arrive, please adhere to the instructions given to ensure safety for everyone. Thank you.' Secretary/Head of School to ensure correct processes are followed on arrival. Visitors asked to wear face coverings.</i>

		<p><i>H & S checklist completed and statutory test periods have been satisfied.</i></p> <p><i>Visitors to read Visitors' Protocol and complete Test and Trace form which contains sufficient detail to support rapid contact tracing if required by NHS Test and Trace.</i></p>
Staff rooms and offices to comply with social distancing and safe working practice	<p><i>Numbers of people reduced at one time to allow social distancing – chairs removed/placed apart. Avoiding unnecessary gatherings. Where possible reduce the use of communal / shared facilities such as tea and coffee facilities and encourage staff to bring their own food and utensils. Enhanced cleaning regimes as per below.</i></p>	<p><i>Offer the use of the library as an additional room at lunchtime for staff.</i></p> <p><i>Cleaning supplies in the office and staffroom.</i></p> <p><i>From January 2021, staff members to wear face coverings in communal areas. This includes the staffroom (apart from when eating/drinking).</i></p> <p><i>Limit to time in staffroom to a maximum of 15 minutes.</i></p>
Ventilation to reduce spread	<p><i>Schools need to balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</i></p> <ul style="list-style-type: none"> <i>opening high level windows in preference to low level to reduce draughts</i> <i>increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused)</i> <i>providing flexibility to allow additional, suitable indoor clothing. For more information see School uniform</i> <i>rearranging furniture where possible to avoid direct drafts</i> <i>mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)</i> <i>Opening internal doors can also assist with creating a throughput of air</i> <i>natural ventilation – if necessary external opening doors may also be used Where schools believe that ventilation could be improved by leaving fire doors, either internal or external, open, this must only be done once the fire risk assessment has been reviewed and amended. Schools must ensure that systems are in place to close doors in the event of a fire alarm, during breaks if they cannot be monitored or at</i> 	<p><i>Caretaker to open as many windows as possible each morning to ensure it is well ventilated and a comfortable teaching environment is maintained.</i></p> <p><i>Natural Ventilation: opening windows (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).</i></p> <p><i>Staff and parents have been informed of this and recommended to wear base layers and bring additional jumpers.</i></p>

	<p>the end of the day. There is also the security risk of leaving external doors open and therefore there must be procedures in place to mitigate this such as ensuring that they are closed at times when they cannot be sufficiently monitored.</p> <ul style="list-style-type: none"> • Ventilation to chemical stores should remain operational. <p>It is advisable to use a thermometer to monitor temperatures where opening windows and doors is being used as a mechanism to aid ventilation. For more information on suitable workplace temperatures see HSE: Guidance on temperature in the workplace</p>	
Management of waste	<p>Ensure bins for tissues are emptied throughout the day.</p> <p>Follow Guidance on disposal of PPE waste (such as used fluid resistant masks) and Government guidance on disposal of waste, including waste such as wipes and cloths generated by additional cleaning and disposable face coverings where for instance they have been worn for the journey to school. You must make sure that these items are disposed of properly rather than going into recycling bins.</p>	<p>Pedal bins and liners have been purchased and have been placed in each room including the toilets. Bins to be lined with 2 bin liners. Bins will be emptied by the Cleaner/Caretaker at the end of the day. If filled with tissues, they are to be emptied. Waste is stored in large refuse bin in the carpark. Additional bins for disposable face coverings. Procedure in place which has been shared with staff and parents.</p>
Management of incoming goods	<p>Consider how to manage supplies coming into the school, which takes into consideration SD and hygiene measures. E.g. drop-off point – one person controls the process etc.</p>	<p>Deliveries to be left in the main entrance where the Secretary/Head of School will manage. Signs up to notify delivery drivers.</p>
School owned outdoor play equipment	<p>Promote good hygiene and social distancing using signage and other methods of comms (community noticeboards, school newsletters) to set out: maximum numbers to enable SD, encouraging parents to clean children's hands before and after play, disposal of all rubbish. Consider limiting numbers (e.g. taking out swings), using time limits, one ways systems around pieces of equipment, cleaning regimes if applicable for high traffic touch points such as slides, monkey bars and climbing frames / walls, playhouses and huts, crawl through tunnels and tube slides, exercise equipment, gates, benches and picnic tables, refuse areas and bins. Encourage effective sanitation by users, parents etc. Consult guidance on Managing Outdoor Playgrounds for equipment also used by the community.</p> <p>When used by the school, it must be appropriately cleaned between groups of children and only used by one group at a time.</p>	<p>Signage throughout the school and regular communication via the website and ClassDojo.</p> <p>Limited outdoor playground structures, e.g. train. Try to be cleaned after each year group bubble. When shared areas are used, e.g. Y1/2 outdoor area, equipment is to be cleaned.</p> <p>Each bubble to have an allocated box of playground equipment.</p> <p>Where equipment, e.g. sports equipment is used, it is to be cleaned after use.</p>

Hiring out premises	Schools should ensure they are considering carefully how to hire out to external bodies or organisations, such as external coaches or after-school or holiday clubs or activities. Such arrangements can only operate within their wider protective measures and should also have regard to any other relevant government guidance. For example, where opening up school leisure facilities for external use, ensuring they do so in line with government guidance on working safely during coronavirus (COVID-19) for providers of grassroots sport and gym or leisure facilities .	The school will not be hired out to external providers during this time.
Cleaning and reducing contamination		
Contaminated surfaces spreading virus.	<p>Classroom based resources such as sports, art and science equipment can be used and shared within the bubble. Such resources 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. In order to facilitate cleaning, remove unnecessary items from learning environments where there is space to store them elsewhere. Public health advice is to remove all soft toys, and any toys that are hard to clean, such as those with intricate parts. Where practicable, remove soft furnishings, for example pillows, bean bags and rugs.</p> <p>In cases where soft furnishings are still in use, they should be laundered by following the guidance in the attached link: https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</p> <p>Consideration should also be given to soft furnishings within Sensory Rooms and where possible these furnishings should be child specific so as to avoid cross contamination. If this is not possible then they should be laundered as per the guidance contained in the above link.</p> <p>Follow government guidance for working in education and childcare if a someone becomes ill with suspected COVID-19 at the setting. Follow guidance on Cleaning and decontamination of non-health care settings.</p>	Regular cleaning. Cleaning provisions are in each learning environment.
Shared resources and equipment increasing spread	Prevent the sharing of stationery and other equipment where possible Suitable procedures in place for managing access to items of 'heavy use' such a photocopiers to maintain social distancing. Enhanced cleaning regimes.	Parents to be asked not to allow children to bring in pencil cases (to be kept in own bag if they do). A personal labelled plastic wallet/container will be provided for each child with a pencil, ruler, pen (if needed).

		Staff to social distance if using the photocopier or waiting to use it. Spray and cloth by each photocopier to clean after use.
Cleaning staff and hygiene contractor's capacity - providing additional requirements	Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this. Ensure cleaning products being used are suitable and that adequate supplies of cleaning materials are available. See Safe working in education and childcare for guidance on PPE and guidance on cleaning non-health care settings . Put in place an enhanced cleaning schedule and establish more frequent cleaning of shared areas or those used by different groups. Additional guidance on cleaning of non-health care settings is to be published by Public Health England by the end of the summer term.	Trust Site Manager to liaise and be in regular contact with Caretaker and Cleaner. Additional cleaning supplies have been ordered for September and will need to be frequently ordered. Caretaker to liaise with Trust Site Manager.
Sufficient handwashing facilities for staff and pupils	Where a sink is not nearby, provide supervised access to hand sanitiser in classrooms and other learning environments. Plan in regular access to facilities throughout the day. Provide additional sinks where possible. Ensure enough handwash and sanitiser stations are available based on what you have learned from usage to date.	Sinks are available in each classroom and have access to a toilet block. Where a sink is not nearby, provide supervised access to hand sanitiser. Plan in regular access to facilities throughout the day.
Additional time for staff and pupils to carry out handwashing	Frequent hand cleaning as part of normal routine. Stagger regular access to handwashing facilities through the day. Build routines into behaviour expectations and school culture.	Frequent hand cleaning as part of normal routine. Each group have access to a set of toilets with handwashing facilities and there is a sink in all classrooms.
Handwashing practice with children	Review the guidance on hand cleaning and introduce handwashing songs for younger children. Ensure that help is available for children and young people who have trouble cleaning their hands independently. See guidance and resources available at e Bug . Consider risks around ingestion of sanitiser and where this is a risk substitute for skin friendly sanitiser wipes for young children / those with complex needs.	Signs have been put up around the school, including classrooms and toilet blocks. Pupils to be supervised if using hand sanitiser. Handwashing regime: Upon arrival, before and after breaktimes, before eating, after eating, after lunchtime and before they go home. There will also be additional times, e.g. after toileting and after use of resources etc. Some of the above may be substituted with hand sanitiser, e.g. after playtime, but handwashing at key times, e.g. before eating.
Good respiratory hygiene	Promote 'catch it, bin it, kill it' ensuring that enough tissues and bins are available. Support should be provided for young children and those with	Tissues are supplied in each classroom.

	<i>complex needs, particularly where children spit / use saliva. In such cases this should be considered within the pupil's individual risk assessment.</i>	<i>Posters displayed throughout the school. Pedal bins available in each classroom and toilets.</i>
Sufficient supplies of soap and cleaning products	<i>Discuss with suppliers and contractors to ensure sufficient supplies and deliveries. Use regular detergents and bleach. Review COSHH assessments (RA05) and implement additional controls required where there has been any change in products.</i>	<i>Additional supplies have been ordered for September and stocks will be reviewed and ordered when necessary.</i>
Toilets being overcrowded	<i>Limit the number of children or young people who use the toilet facilities at one time. Visiting the toilet one after the other if necessary. 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.</i>	<i>Some toilet blocks will need to be shared. Use one after the other where possible, especially if another year group bubble is using them. Label doors of toilets and sinks where shared, where possible, e.g. Year 3 toilet/sink.</i>
Staff related issues		
Staff measures to reduce contact and transmission Covid-19. New variant of the Covid-19 virus. It is also noted that the new variant may present an increased risk amongst children and young people who present as - asymptomatic.	<p><i>When assessing the return to full opening the following section of the DfE guidance must be followed:</i> https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks Where this cannot be met, then the school must record why and what other control measures they will adopt. <i>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. 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 and 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. When considering the return of non-teaching staff school leaders should recognise the wider government policy that staff who can work from home should do so and apply this where feasible (e.g. in administrative roles).</i></p> <p>Focusing on control measures that reduce close contact, will reduce the number of staff and pupils required to self-isolate when there are cases within the school.</p> <p><i>PHE have identified issues that have arisen in IMTs in schools and some adjustments are being made by schools as a result. There may be difficult to</i></p>	<p><i>Risk assessments, policies and guidance to be shared with staff.</i></p> <p><i>Regular communication.</i></p> <p><i>Where possible, staff will keep to the same bubble. However, some staff will need to operate across different classes due to PPA and lunchtimes. They will maintain social distancing where possible.</i></p> <p><i>Staff will wear face coverings in school in communal areas (see section on face coverings).</i></p> <p><i>Face coverings (masks and visors) available for all staff members.</i></p> <p><i>Limiting contact with different staff members.</i></p> <p><i>Social distancing between staff (and, where possible, pupils) at all times. As well as wearing face</i></p>

	<p><i>implement due to disruption to learning or operational issues. But schools are also identifying that actually having positive cases and seeing the impact on numbers being sent home to self-isolate (staff and pupils) will also affect learning and operational issues.</i></p> <p><i>Mitigating measures that will reduce the number of close contacts between individuals and therefore numbers required to self-isolate as the result of a positive case in the school:</i></p> <ul style="list-style-type: none"> ▪ <i>Reducing bubble sizes,</i> ▪ <i>reducing face to face meetings (move to video calling if appropriate),</i> ▪ <i>reducing or eliminating the number of staff and pupils mixing across year groups/ classes at lunch, breaks, staff rooms etc.</i> ▪ <i>reducing or eliminating the movement around the school of pupils and teaching staff,</i> ▪ <i>reducing or eliminating the movement across bubbles of pupils and teaching staff,</i> ▪ <i>no car sharing between staff to school</i> ▪ <i>keeping to the 2m distancing (for teachers especially) if at all possible</i> <p><i>Other measures that will reduce the spread of the virus in the school – face coverings, thorough regular cleaning regimes throughout the day (of hands and of hard surfaces/ high use touch points), catch it bin it kill it messages.</i></p>	<p><i>coverings in communal areas, serving food, they can choose to wear one when teaching/supervising pupils).</i></p> <p><i>All meetings will be held virtually until further notice.</i></p>
Managing supply teachers, visitors, contractors and other temporary visiting staff.	<p><i>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Schools should consider how to manage other visitors to the site, such as contractors, catering staff and deliveries, as well as cleaning staff and site staff who may be working throughout the school and across different groups / sites. This will require close cooperation between both schools and the other relevant employers. Schools should have discussions with key contractors about the school's control measures and ways of working as part of planning for the autumn/spring term and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors. It is important that staff who are managing supply teachers, visitors, contractors and other temporary visiting staff are conversant with SD and hygiene protocols within the school.</i></p>	<p><i>Visitors will be kept to a minimum during this time (essential visitors).</i></p> <p><i>Supply teachers will only be used in the event of absence of teaching staff. This risk assessment will be shared with them.</i></p> <p><i>All visitors to report to reception upon arrival where the secretary/Head of School will sign them in and will go through procedures. Visitors to read Visitors' Protocol and complete Test and Trace form which contains sufficient detail to support rapid contact tracing if required by NHS</i></p>

		<p><i>Test and Trace. There is a hand sanitiser dispenser in the main entrance to use upon arrival and departure. They will be told which areas they must not access.</i></p> <p><i>When arranging compliance visits from contractors in September, the Central property team will send the following statement to all contractors: 'We are sure you will but please follow Government guidance in relation to Covid-19 whilst you are visiting our sites. Each school/site will have different specific instructions which will be explained to you when you arrive, please adhere to the instructions given to ensure safety for everyone. Thank you.'</i></p> <p><i>Visitors will be asked to wear face coverings.</i></p>
Insufficient staff capacity to deal with increased numbers of pupils - Shortage of teachers to maintain staff to pupil ratios	<p><i>If there are any shortages of teachers to teach the number of classes, appropriately trained teaching assistants can be allocated to lead a group, working under the direction of a teacher. Careful planning of the year groups/classes should be undertaken based on staff availability. Supply teachers and other peripatetic staff can be engaged where necessary. See 'school Workforce' section of the DfE guidance: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks</i></p>	<p><i>The timetable has been carefully planned in relation to staff. We do have some HLTAs that can be used to teach classes if needed. They will maintain social distancing where possible. Supply staff will be used if needed.</i></p>
Anxiety levels of staff and community causing breakdown in staffing ratios, compromising group sizes.	<p><i>Talk to staff about (and/or put in writing) the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including a discussion on whether training would be helpful. If appropriate, seek GP or occupational health advice. Where the member of staff has anxieties about returning, this conversation can be held and recorded using the 'Risk assessment for all staff including vulnerable groups'.</i></p>	<p><i>All documents shared with staff and copies available in the staffroom.</i></p> <p><i>Regular communication.</i></p>
Staff understanding of new changes – safe practice at work & in classroom. Teaching in a safe environment	<p><i>Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful.</i></p>	<p><i>All documents shared with staff and copies available in the staffroom.</i></p> <p><i>Regular communication.</i></p>

Accessing testing arrangements are clear for all staff	<p><i>Guidance on the new asymptomatic testing programmes taking place in schools are on a shared document platform hosted by DfE, including FAQ, webinars and step-by-step 'how to guides.</i></p> <p>For primary schools - Primary Schools Document Sharing Platform - Google Drive.</p>	<p><i>Share information with staff. In the event of a staff member (or a household member of a staff member) needs to be tested, staff are encouraged to visit a test centre as results tend to come back much quicker. Staff member to notify member of the SLT immediately of the outcome.</i></p>
Conditions for use of fluid resistant face mask and other equipment when dealing with a symptomatic child are clear and understood by staff.	<p><i>If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home a face mask should be worn by the supervising adult if a distance of 2 meters cannot be maintained.</i></p> <p><i>If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn</i></p> <p><i>Ensuring that fluid resistant face masks are available for all schools and that a supply is maintained.</i></p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</p>	<p><i>Supplies available in school if needed.</i></p>
Assessment of all staff, including high risk staff with vulnerable / shielding family member, underlying health conditions or other risk factors	<p><i>Clinically Extremely Vulnerable staff (CEV) 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 this group. Employers should talk to their staff about how they will be supported, including to work from home. These new formal shielding measures will apply across the whole of England until at least 31 March. Staff who are Clinically Vulnerable (CV) can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission Schools coronavirus (COVID-19) operational guidance (publishing.service.gov.uk) p37</i></p> <p><i>A risk assessment should be undertaken with clinically extremely vulnerable and clinically vulnerable staff returning to the school, especially where they are returning to the school for the first time since the pandemic commenced. A risk assessment should also be undertaken (or reviewed/updated if one was previously undertaken) with staff who may be anxious about returning to school and/or due to the increased numbers.</i></p>	<p><i>A risk assessment will be completed if required.</i></p> <p><i>Staff to notify Head of School/Executive Headteacher if they receive a shielding letter. In this event, they will work from home.</i></p>
Staff use of PPE	<p><i>Pupils whose care routinely already involves the use of PPE due to their intimate care needs will continue to receive their care in the same way. Follow guidance</i></p>	<p><i>We do not have pupils whose care routinely already involves the use of PPE due to their intimate care needs. Follow guidance if needed.</i></p>

	https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe	
<p>Use of face coverings</p> <p>Lack of understanding</p>	<p>Guidance on the use of face coverings for pupils in year 7 and above should be followed with consideration given to communal areas such as corridors where social distancing is hard to maintain. In addition, we now also recommend in those schools, that face coverings should be worn in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons.</p> <p>·</p> <p>Adequate training / briefing on use and safe disposal Follow guidance on putting on and taking off standard PPE https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures and above guidance on use in education settings.</p>	<p>All parents/carers/siblings over the age of 11 to wear face covering during morning drop offs/afternoon pick ups.</p> <p>Primary aged pupils are not required to wear face coverings in school. All staff have been provided with a face visor and there are supplies of face masks in schools. They must wear one when administering first aid, serving food, on duty at the start/end of the day, talking to parents outside and from January 2021 we ask that all staff wear them when moving around the school, in communal areas and in corridors.</p> <p>Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering.</p> <p>Visitors are kept to a minimum and to wear face coverings if entering the school building. All appointments will be pre-arranged and out of school hours if possible.</p> <p>Face covering bins in school with procedures throughout the school for staff and pupils wearing them to school.</p> <p>Information shared with staff and parents.</p>

<p>Dealing with suspected and confirmed case/ cases and outbreak.</p>	<p>Dealing with suspected and confirmed case/ cases and outbreak. <i>If you would like advice, contact the DfE Coronavirus Helpline on 0800 046 8687. You may also call the PHE SW Health Protection Team for advice on 0300 303 8162 if the following applies; you have taken action but are still seeing more cases, you think you may need to close your setting, someone in your setting has been admitted to hospital or you are getting significant media interest. Special schools, boarding schools or special post 16 providers should call the PHE SW Health Protection Team straight away.</i></p> <p>Manage confirmed cases of coronavirus (COVID-19) amongst the school community. (Close contact means):</p> <ul style="list-style-type: none"> • <i>The current definition of a close contact in a school setting is shown below.</i> • <i>face-to-face contact including being coughed on or having a face-to-face conversation within one metre</i> • <i>been within one metre for one minute or longer without face-to-face contact</i> • <i>been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)</i> • <i>travelled in the same vehicle or a plane (this includes school transport)</i> <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#soc</p> <p><i>If a child or staff member in your education setting becomes symptomatic, you should advise them to access a PCR test through the normal channels. However, in exceptional circumstances when you do not think a child or staff member would be able to access testing by these routes, you should consider using one of the school provided PCR home test kits to improve the chances that the individual will get tested. See the DfE guidance on test kits for schools.</i></p> <p><i>If you have any infection control concerns or questions, please call the South West Health Protection Team on 0300 303 8162</i></p> <p>For ALL CONFIRMED CASE IN SCHOOL ALWAYS <i>inform the local authority.</i></p> <p><i>Schools should up-date the Schools Emergency Plan to incorporate the above links. The following resources should also be referred to in the event of cases at the setting:</i></p>	<p><i>Information shared with staff and followed in the case of a suspected/confirmed case.</i></p>
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	<p>Educational settings Action cards</p> <p>PHE SW HPT: Flowchart for childcare and Educational settings V 4</p> <p>Schools should also consider their contingency planning for outbreaks, including local outbreaks – using the Actions for Schools Guidance Section 5</p>	
<p>Lateral Flow testing (Secondary Schools) It is important to note that LFT/PCR testing and vaccination and the wearing of face coverings is only part of the preventative measures in place and school must continue implement the mitigation actions.</p>	<p><i>Guidance on the coronavirus (COVID-19) testing programme for secondary schools and colleges With the start of mass testing by Lateral Flow Devices (LFD) in some schools, it is also important to remember that these are only one part of the process and although they are a way of identifying asymptomatic individuals quickly, they are not a replacement for all other fundamental mitigating measures previously in place, but should be used alongside. It is vitally important that schools who are using mass testing do not relax other fundamental measures.</i></p> <p>DfE have created a schools and colleges document sharing platform for asymptomatic testing. This area contains additional information to support schools and college staff in preparing and operating LFT.</p>	N/A
<p>Lateral Flow testing. It is important to note that LFD /PCR testing and vaccination and the wearing of face coverings is only part of the preventative measures in place and school must continue implement the mitigation. actions, particularly in relation to contact between staff.</p>	<p><i>Guidance on the coronavirus (COVID-19) LFD testing programme for primary staff home.</i></p> <p><i>It is also important to remember that the LFD test are only one part of the process and although they are a way of identifying asymptomatic individuals quickly, they are not a replacement for all other fundamental mitigating measures previously in place but should be used alongside. It is vitally important that schools who are using mass testing do not relax other fundamental measures.</i></p> <p><i>Key points</i></p> <ul style="list-style-type: none"> • <i>All staff working in primary, secondary and Colleges are encouraged to take part in the LFD testing programme</i> • <i>Secondary age pupils are recommended to undertake 3 tests in school at their Asymptomatic Test Site (ATS) BEFORE moving to use LFD home test kits</i> • <i>Recommended twice weekly before coming into school 3-4 days apart</i> • <i>Read guidance and watch video</i> • <i>This process is not for releasing people early from Self Isolation</i> • <i>It is not mandatory DfE have created the link below for asymptomatic testing for schools to follow. This area contains additional information to support primary schools and secondary staff in preparing and operating home testing LFD.</i> • <p>Resources for testing:</p>	<p>See separate risk assessment for lateral flow testing for staff at home. Lateral flow testing information sent to staff on 22.1.21. Tests arrived on 26.1.21. Testing undertaken twice weekly (Sunday and Wednesday evenings).</p>

	youtube video Google Drive Primary Phase - Google Drive	
Pupil related issues		
Vulnerable groups who are clinically, extremely vulnerable.	<p><i>Clinically extremely vulnerable (CEV) adults and children.</i> <i>It has been confirmed by the DfE that all CEV (and those who have been newly identified by letter in recent days) that all these staff/pupils should continue to self-isolate until March 31st.</i></p> <p><i>The Department of Health and Social Care has added a third category to the definition of clinically extremely vulnerable (CEV). The definition has been expanded to include a new group of adults who have been identified through the COVID-19 population risk assessment as potentially being at high risk of serious illness if they catch the virus.</i> <i>Individuals identified as CEV through this risk assessment are advised to follow guidance for clinically extremely vulnerable people, which has now been extended until 31 March. Anyone newly identified as part of this group will be notified.</i></p>	<i>We do not currently have any pupils in this category.</i>
Children with EHCP and pupils who attend dual settings	<i>A risk assessment should be completed before attendance. For dual settings work through the system of controls collaboratively, enabling any risks identified to be addressed and allowing the joint delivery of a broad and balanced curriculum for the child</i>	<i>SENDCo will complete RAs for pupils with EHCP plans which will be reviewed and shared with parents and staff.</i>
Pupils unable to follow guidance	<i>Some pupils will need additional support to follow these measures.</i> 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	<i>Some children, e.g. those with SEND/younger pupils, will need additional support to follow these measures. Promotion of the use of resources to support, e.g. social stories, songs, etc.</i> <i>Updated behaviour policy in place.</i>
Pupils equipment	<i>Pupils to limit the amount of equipment they bring into school each day, to essentials</i> <i>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.</i>	<i>This will be communicated to parents via ClassDojo.</i> <i>Personal packs to be created for individual pupils of regularly used items, e.g. pencils, pens, rulers. No pencil cases to be brought in from home.</i>

Member of a class becoming unwell with COVID-19	<i>If a child is awaiting collection, they will be moved 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. Allocate a suitable room for this purpose and communicate intentions to staff. Ensure suitable PPE (including fluid resistant face mask) is available at this location.</i>	<i>If a child is awaiting collection, they will be moved to a room (lower Year F office) where there is easy access for leaving via the playground.</i>
School Uniform	<i>Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</i>	<i>School uniform is expected to be worn upon return to school. To be communicated to parents via ClassDojo. Remind parents of the uniform donation station if struggling for uniform, e.g. outgrown.</i>
Transport		
Travel to school and provision of safe school transport:	<i>Consider school transport arrangements and where possible encourage parents and children and young people to walk or cycle to school where possible. Liaise with School Transport Team where further consideration needs to be given to taxi and escort services.</i>	<i>No school transport arrangements. The drop and go system on the playground will be available and will be supervised. Communicate this to parents via ClassDojo. Walking to school has been promoted.</i>
Dedicated school transport, including statutory provision	<u>transport-to-school-and-other-places-of-education-autumn-term-2020</u> <i>Although there is no requirement for students to sit with the group of students or “bubble” with which they are educated, students should sit in year groups as far as possible when travelling – this will be in ascending year groups front to back (youngest students at the front of the vehicle). Schools may even wish to draw up seating arrangements on vehicles. Consider how you are going to “police” any seating arrangements as this is not the driver’s responsibility – their role is to focus on driving the vehicle safely. Any arrangements will require clear communication between schools and families/students, and school staff should initially be on hand at the end of each day to assist the students. Where possible, transport operators will aim to keep windows on home to school transport open to increase ventilation; or use air conditioning. Ensure organised queuing/boarding and distancing within vehicles if possible.</i>	<i>No school transport arrangements. The drop and go system on the playground will be available and will be supervised. Communicate this to parents via ClassDojo. Walking to school has been promoted.</i>
Face coverings & PPE	<i>It is now the law that people age 11 and over must wear a face covering on public transport. This law does not apply to school transport. However, PHE recommend that people aged 11 and over wear a face covering when</i>	

<p>Loading for vehicles above nine passenger seats</p> <p>Good practice & personal care</p> <p>Carriage of passengers with symptoms</p>	<p><i>travelling on dedicated school transport from the start of the autumn term. However, there are some exemptions:</i> https://www.gov.uk/government/publications/coronavirus-covid-19-safer-transport-guidance-for-operators/coronavirus-covid-19-safer-transport-guidance-for-operators#exemptions-from-mandatory-face-coverings <i>Face coverings should not be worn by those who may not be able to handle them as directed (for example, young students, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission. Drivers may wear face coverings if they wish to, although guidance indicates that PPE is not normally needed on home to school transport.</i></p> <p><i>Transport Co-ordination Service will work with operators, schools and parents to manage arrangements for organised queueing and boarding. Students should be asked to respect the driver's personal space and hold back from entering the vehicle until the driver has indicated it is safe to do so, and then do so one by one in an orderly manner. They should hold their bus pass so it is visible to the driver (and produce for closer examination if requested). Seats alongside or immediately to rear of the driver may be out of use and if so, would be clearly marked as "out of use" by the operator. ALL students will be expected to abide by the Code of Conduct. Students, drivers and escorts should clean their hands, before boarding home to school transport and when arriving at school or home. It should not normally be necessary for students to clean their hands during the journey. Coughs/sneezes – students/parents to be given guidance on good management of coughs and sneezes, in line with the "catch it, bin it, kill it" approach – this will be reinforced in schools. Students should be encouraged to carry tissues on home to school transport. These will need to be disposed of in a covered bin. Where it is not possible to have a bin on board, schools should have a suitable disposal process on arrival.</i></p> <p><i>Parents must be advised that students MUST NOT board home to school transport, if they or a member of their household has symptoms of coronavirus. Any child, young person or other learner who starts displaying coronavirus symptoms while at their setting should be sent home immediately. They must not travel on home to school transport. The school should contact the parent or carer who should make arrangements for the child or young person's journey home. In exceptional circumstances, where this is not possible, and where a symptomatic child or young person or other passenger needs to be transported to their home, you must contact the Transport Coordination Service. Transport Coordination Service will work with Public Health colleagues to manage any virus outbreak. Students, drivers and passenger assistants who have been in contact with someone that has developed symptoms whilst at school or on home to school transport do not need to go home to self-isolate unless;</i></p>	
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Children with Special Educational Needs:	<ul style="list-style-type: none"> • they develop symptoms themselves (in which case, they should arrange a test) or • the symptomatic person subsequently tests positive (see below) or • if they have been requested to do so by NHS Test and Trace. <p>When deciding on the package of measures that is appropriate on transport for children and young people with special educational needs, Transport Coordination Service will need to take account of the particular needs of the children using the transport and will work with the parents and school.</p>	
Wider public transport	It is the law that you must wear a face covering when travelling in England on public transport. Some people don't have to wear a face covering including for health, age or equality reasons. Some transport staff may not wear a face covering if it is not required for their job. You should also wear a face covering in other enclosed spaces where it is difficult to maintain social distancing. For example, at stations and in taxis and private hire vehicles. A taxi driver or private hire vehicle operator may be entitled to refuse to accept you if you do not wear a face covering.	
School Transport arrangements support changes to school times	Any alternative access arrangements for when students arrive at the school grounds should be communicated via the school to families/students. Liaising with the School Transport Team before change are made. Follow government guidance https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/vehicles	N/A
Curriculum considerations		
Planned return to normal curriculum in all subjects by Summer Term 2021	Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.	<p>A recovery curriculum to include regular opportunities for PSHE and the 5 levers. See Trust plan and WHA guidance.</p> <p>Teachers encouraged to promote opportunities through learning connection blocks and subjects listed on the Horizontal learning map.</p> <p>Priority pupils will be identified early in the autumn term and provision will be planned accordingly. This will be reviewed regularly.</p> <p>Remote (blended) learning policy in place and shared with staff, parents and Governors.</p> <p>Information about WHA's remote learning has been shared with staff,</p>

		<p>parents and Governors. Both documents feature on the website. Microsoft Teams is used as the main learning platform with ClassDojo being used as a communication tool.</p>
<p>Suspension of some subjects for some pupils in exceptional circumstances.</p>	<p><i>Schools should be able to show that this is in the best the interests of these pupils and this should be subject to discussion with parents during the autumn term. They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.</i></p>	<p>A recovery curriculum to include regular opportunities for PSHE and the 5 levers. See Trust plan and WHA guidance.</p> <p>Teachers encouraged to promote opportunities through learning connection blocks and subjects listed on the Horizontal learning map.</p> <p>Priority pupils will be identified early in the autumn term and provision will be planned accordingly. This will be reviewed regularly.</p>
<p>Music, dance and drama activities</p>	<p><i>Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting and also in drama and dance activities. As a result, schools must refer to the detailed Guidance for Music, Dance and Drama as well as Guidance for the Performing Arts and should take particular care to observe social distancing which may limit numbers taking part in group activity, and prevent physical correction by teachers, and contact between pupils in drama and dance.</i></p> <p><i>Schools 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</i></p> <p><i>If planning an indoor or outdoor face-to-face performance in front of a live audience, schools should follow the latest advice in the DCMS performing arts guidance, implementing events in the lowest risk order as described. If planning an outdoor performance they should also give particular consideration to the guidance on delivering outdoor events.</i></p> <p><i>Schools should consider risk reduction measure such as physical distancing and playing and singing outside wherever possible, limiting group sizes, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments,</i></p>	<p>Music lessons adapted accordingly. Charanga, who we use to support our teaching of music, have adapted the music units to reflect this.</p> <p>Music subject lead to share with staff.</p> <p>Where external suppliers are used, they are to be made aware of the guidance and adapt accordingly. Singing to only take place outside or in the hall where classes can spread out.</p> <p>No singing assemblies to take place.</p>

	<p>and ensuring good ventilation. The guidance should be consulted for further information relating to:</p> <ul style="list-style-type: none"> - peripatetic music staff, - cleaning and handling of equipment, - singing and playing brass and woodwind instruments - Avoiding sharing of musical instruments - Handling scripts 	
Physical activity in schools	<p>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. 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. Schools should refer to the following advice:</p> <ul style="list-style-type: none"> • guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport • advice from organisations such as the Association for Physical Education and the Youth Sport Trust <p>Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.</p> <p>Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.</p>	<p>Outdoor learning to be promoted as part of Recovery Curriculum. Resource books have been purchased to support the planning and delivery of lessons. PE units to be revised and adapted if needed.</p> <p>External agencies to follow school's risk assessments and some provide their own, alongside ours, e.g. Arena.</p> <p>Physical activity will be taught in their year group bubbles.</p> <p>Cleaning supplies provided in the container for the cleaning of equipment.</p> <p>After school clubs will not take place as year group bubbles cannot be maintained. This will be reviewed at Easter.</p>
Practical science, art and D&T lessons	<p>Guidance from CLEAPSS should be followed when planning practical lessons, using resources such as the Guide to doing practical science work during Covid-19, Guide to doing practical work in D&T, food and art, Carrying out practical science work in non-lab environments and for primaries Practical activities in a bubble. Schools must ensure that they stay up to date with the latest guidance in these specialist areas.</p>	<p>Equipment in classrooms to only be used by year group bubbles. They can be used and shared within the bubble but should be cleaned regularly.</p> <p>Shared resources, e.g. Science, 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 plastic) between use by different year group bubbles.</p>

Educational visits	<i>The DfE advises against all educational visits at this time. This advice will be kept under review. Schools coronavirus (COVID-19) operational guidance (publishing.service.gov.uk) For additional information check with EVOLVE guidance on website.</i>	<i>Educational visits not to take place in the Spring term. This will be reviewed at Easter in line with updated guidance.</i>
Groups of children mixing resulting in risk of more widespread transmission	<i>Children should be grouped into consistent groups that do not mix to enable track and trace and self-isolation where necessary. 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. Groups should be as small as possible whilst providing the full range of curriculum subjects and for primary this is likely to be up to the size of a year group. 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. 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. It is accepted that the youngest children cannot socially distance from each other or staff. Measures should be combined and implemented as far as is possible at all times (even if not always achieved 100% of the time). Large gatherings such as assemblies and with more than one group should be avoided.</i>	<i>Children will be organised into year group bubbles. We will provide a breakfast club which will include other year groups but they will be allocated a year group table to eat and play. Classrooms will not be shared. The hall will only be used one class at a time during lunchtimes for some classes. Cleaning will take place in between groups and pupils will be forward facing and it will be divided into two halves. Assemblies will be held in year group bubbles in classrooms. No collective assemblies.</i>
Provision of food		
Food prepared on premises is compliant with Covid - 19 health and hygiene guidance	<i>School kitchens must comply with the Guidance for food businesses on coronavirus (COVID-19)</i>	<i>Chartwells provide our school dinners who will comply with guidance. Dinners are not cooked on site.</i>
Catering staff are operating in a safe environment	<i>Catering staff to follow the relevant aspects of government guidance for food premises: https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery</i>	<i>Chartwells to follow the government guidance. Staff</i>
Communications with parents and others		
Parents, contractors and other staff entering or working in the building – school complying with external requirements for staff safety	<i>Tell parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus. Inform all visitors, suppliers, and contractors that only pre-arranged calls will be allowed on site. Publish a site telephone number in case of immediate access required.</i>	<i>Signs displayed. Parents reminded. Secretary/Head of School to check on arrival. Published site telephone number on sign outside the school and on website in case of immediate access required.</i>

		<i>Deliveries to be left in main entrance.</i>
Suppliers understanding and complying with new arrangements	<i>Discuss new arrangements with suppliers and deliveries to be arranged for quiet times or outside school hours</i>	<i>If this cannot be arranged, deliveries to be left in the main entrance.</i>
Communications to parents and staff	<i>Regular communications</i>	<i>All documents shared with staff and a copy in the staffroom. Weekly staff meetings. Regular communication via ClassDojo, website and text message. The main source of communication is ClassDojo as the vast majority of parents are connected to this.</i>
Pupils and families anxious about return	<i>Support in place to address concerns and communications with parents on measures in place to reduce anxiety. Clear messaging on expectations for attendance and identification of those who may be disengaged, disadvantaged or vulnerable and where catch up funding may need to be applied.</i>	<i>Regular and clear communication with parents. Regular reminders via ClassDojo with the latest guidance. Photos/videos shared to make parents/pupils less anxious. Additional PSHE resources planned. Support resources (Calm) shared with parents. Priority pupils to be identified early in the Autumn term and reviewed regularly.</i>
Parent aggression due to anxiety and stress.	<i>Tell parents their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) to reduce anxiety</i>	<i>Tell parents their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) to reduce anxiety through letter on ClassDojo. One member of staff available on duty in the mornings/afternoons. Regular and clear communication with parents. Regular reminders via ClassDojo with the latest guidance. Attendance is closely monitored.</i>

Oversight of the governing body		
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements	<p><i>The governing body continues to meet regularly via online platforms. The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. The Headteacher's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19.</i></p> <p><i>Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</i></p> <p><i>Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.</i></p>	<p><i>LGAB to continue to meet regularly via online platform.</i></p> <p><i>HoS to continue regular dialogue with CoG.</i></p> <p><i>Documentation shared with Governors.</i></p> <p><i>Updated AIP (Recovery) to be developed, reviewed and shared with the LGAB.</i></p>

Section	List Actions / Additional Control Measures	Date action to be carried out	Person Responsible
Communication with parents and others	Renew and update signage throughout the school site Reminders sent to all parents via ClassDojo in preparation for the following week.	3.3.21	Abby Bassett
All	Go through updated risk assessment as part of staff meeting (teachers and support staff)	2.3.21 and 3.3.21	Abby Bassett
Social distancing and reducing risk of transmission	Ensure all classrooms are organised ready for the return of all pupils on March 8 th .	5.3.21	Class Teachers (checked by Abby Bassett)
Staff related issues	Ensure any staff who have not been in school, e.g. Chartwells, are offered the lateral flow tests and complete on Sunday prior to pupils returning.	5.3.21	Amanda Zoffman (overseen by Abby Bassett)

Signed: Headteacher/Head of Department:
Abby Bassett (Head of School) and Jo-Anne Callow (Executive Headteacher)

Date: 4.9.20

The outcome of this assessment should be shared with the relevant staff.

A copy of the completed assessment to be kept on file and copied to the Health & Safety Co-ordinator.