

ESPRIT MULTI ACADEMY TRUST SEPTEMBER ACTION PLAN FOR FULL OPENING OF SCHOOLS – v2**Contents***Introduction**Section 1: Public health advice to minimise coronavirus (COVID-19) risks**Section 2: School operations**Section 3: Curriculum, behaviour and pastoral support**Section 4: Assessment and accountability**Section 5: Contingency planning for outbreaks –**Annex A: Health and safety risk assessment***Supporting documents***Hand sanitisation plan children/staff/visitors etc... - JB**Staff handbook - JB**Parent handbook - JO**Cleaning schedule - EC**Timetables inc lunch - LM**Recovery curriculum - LM**BASC plan - EC**Remote education plan – LM**Arrival and dismissal plan - SC**Track and Trace document – EC**Catering Schedule – EC**Self-isolation guide - JO**White agreed***Yellow** – added/ removed since last review**Blue** – action and personalisation needed**Pink** – query

Introduction

It is our plan that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term. This plan is intended to support our school to prepare for this. Our plan is divided into 5 sections and each section is risk assessed and mitigating actions identified to ensure pupils, staff and stakeholders remain as safe as possible. Our plan also covers expectations for children with special educational needs and disability (SEND), including those with education, health and care plans.

The first section sets out the public health advice, endorsed by Public Health England (PHE) that we have considered in risk assessing our September full opening.

The rest of our plan is focused on how our schools will operate in this new context. This includes:

- *school operations*
- *curriculum, behaviour and pastoral support*
- *assessment and accountability*
- *contingency planning to provide continuity of education in the case of a local outbreak*

This plan has been prepared with input from school leaders, unions, staff and Trustees. We will keep this plan under review and update as necessary.

Welcoming children back to school

Our Trust has offered provision to vulnerable children and children of key workers throughout the pandemic. Since June 1st all schools have been open and offering increased places to all children. Risk assessments have been reviewed weekly and by the end of term across the Trust approximately 52% pupils were in attendance.

The measures set out in this plan provides proportionate protective actions for school leaders to put in place for children and staff, which also ensure that all pupils receive a high quality education that enables them to thrive and progress. Our schools will aim to minimise the number of contacts that a pupil has during the school day as part of implementing the system of controls outlined below to reduce the risk of transmission. If schools follow the guidance set out here, they can be confident they are managing risk effectively.

While our aim is to have all pupils back at school in the autumn, our schools will also plan for the possibility of a local lockdown and how they will ensure continuity of education.

Purpose of this plan

The first section of this plan sets out the public health advice schools must follow to minimise the risks of coronavirus (COVID-19) transmission. It also includes the process that should be followed if anyone develops coronavirus (COVID-19) symptoms while at school. This guidance has been developed with advice from PHE.

Section 1: Public health advice to minimise coronavirus (COVID-19) risks

Essential measures include:

- *a requirement that people who are ill stay at home, robust hand and respiratory hygiene, enhanced cleaning arrangements, active engagement with NHS Test and Trace, formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise of the potential for contamination so far as is reasonably practicable*

How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:

- *grouping children together, avoiding contact between groups, arranging classrooms with forward facing desks where age appropriate*
- *staff maintaining distance from pupils and other staff as much as possible*

Risk assessment

Our Trust seeks to protect people from harm. This includes taking reasonable steps to protect staff, pupils and others from coronavirus (COVID-19) within our education settings. As part of planning for full return in the autumn term, our schools have revisited and updated our risk assessments, building on their 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. Schools will ensure that they implement sensible and proportionate control measures which follow the health and safety hierarchy of controls to reduce the risk to the lowest reasonably practicable level.

Schools will continue to review their plans regularly and monitor that the controls are:

- *effectively working as planned*
- *updated appropriately considering any issues identified and changes in public health advice*

The system of controls: protective measures

Having assessed their risk, schools will work through the below system of controls, adopting measures in a way that addresses the risk identified in their assessment, works for their school, and allows them to deliver a broad and balanced curriculum for their pupils, including full educational and care support for those pupils who have SEND.

Our schools will follow the guidance set out here so that they effectively reduce risks in their school and create an inherently safer environment.

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 Risk Assessment in Annex A.

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.

Annex A: Health and safety risk assessment

- *Our risk assessment is undertaken with staff and shared with staff and made user friendly through the staff handbook*
- *It is published on Trust and school websites*
- *It is regularly reviewed with Trustees*

Annex A – Full opening Risk Assessment

Location / Site	GROVE ACADEMY
Activity / Procedure	REOPENING TO ALL PUPILS SEPTEMBER 2020
Assessment date and reviews	Trustee agreed 15.07.2020 Review 1 - 17.09.2020

Identify people at risk and how they are consulted	
Employees	YES – via survey monkey and explicit consultation sessions and access to risk assessment. All comments captured through document, highlighted yellow and in red font. Questions raised in survey addressed in briefings, inset and 1:1 meetings.
Children	YES – via class teachers – comments to be captured below in box.
Visitors	YES – risk assessment made available on website and any feedback considered
Contractors	YES – risk assessment made available on website and any feedback considered
School Context	Grove is landlocked and surrounded by busy roads on all 4 sides, with no parking available for parents or staff. The classrooms are all of varied sizes with some being very small. All classes can now accommodate 30 pupils sitting facing the front in rows, although the 2 mobiles are very tight and there is no way of anyone walking through these classrooms, pupils movement will need to be carefully monitored in these. There are limited pupil toilets – only 1 block in the main building, therefore we will need to make use of staff toilets to ensure no classes cross over. Outdoor space for pupils to access is extremely limited – this will be tightly timetabled and we will consider making use of council owned 'Drive Park'. There are no grass areas at all. There is EXTREMELY limited space for staff to take a break outside. There are 4 possible entrances to facilitate social distancing, however, very little space on the playground for dismissing pupils. Staggering of entrance and exit times are needed. No classrooms have direct access to the outdoors so travel to the outdoor space will need careful timetabling. Storage of furniture remains a huge challenge.

School will be open to pupils on Monday to Fridays, with staggered start and end times. This decision has been based on a thorough risk assessment of available staff, meeting our statutory requirements for teachers and safety requirements and will ensure:

- The Government recommended 'bubble' approach is maintained to ensure pupil and staff safety
- As per Government advice, rotas are avoided

- All teachers receive 10% PPA as per statutory entitlement
- All NQTs will receive 20% PPA as per statutory entitlement
- All areas of the school can be enhanced cleaned every day
- All staff will receive emotional well-being checks regularly
- All staff to complete Survey Monkey survey at every review
- Full staff briefings to take place weekly at 3pm on Wednesdays – via Microsoft Teams

Esprit Central Team

- All staff will work on site for 2 days and at home for 3
- EP will work from home when not undertaking Leadership duties for Northwood Broom Academy
- EP will undertake additional on-site monitoring visits when necessary and by prior organisation

SECTION 1 – PREVENTION AND RESPONSE

AREA	SECTION 1 PREVENTION OF CORONAVIRUS SPREAD			
Existing level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures	1. <i>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</i>			
<div>1. We will ensure that pupils, staff and visitors do not come into school with coronavirus symptoms and they understand what these are (https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-ofcoronavirus), or have tested positive in the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19). We will follow this process and ensure all staff are aware of it.</div> <div>2. If anyone in the school 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 ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ (https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance), which sets out that they must self isolate for at least 10 days and should arrange to have a test (https://www.gov.uk/guidance/coronavirus-covid-19getting-tested) to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms. School has received 10 tests to issue to parents in exceptional circumstances.</div> <div>3. If a child is awaiting collection, they will be moved, to the small meeting room where they can be isolated behind a closed door, with appropriate adult supervision. 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. If the child has a sibling in school they will also need to be taken to the isolation room. Also to contact siblings in the infant / high schools. (adults who have underlying health conditions will not be asked to supervise – EC to add staff initials)</div> <div>4. If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom (disabled toilet by the office). The bathroom must be closed (sign to be placed on door by supervising adult), cleaned and disinfected using standard cleaning products before being used by anyone else.</div> <div>5. PPE must 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). More information on PPE use can be found in the safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE) (https://www.gov.uk/government/publications/safe-working-in-educationchildcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-theuse-of-personal-protective-equipment-ppe) guidance.</div> <div>6. As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.</div> <div>7. Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace.</div>				

8. *Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people.*

See the COVID-19: cleaning of non-healthcare settings guidance (<https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings>).

REVIEW 1

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Remaining level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
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AREA	SECTION 1 PREVENTION OF CORONAVIRUS SPREAD			
Existing level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures	2. Clean hands thoroughly more often than usual			
<div>1. 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. Our schools will 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. See Staff and Parent Handbooks</div> <div>2. Hand sanitiser stations are to be available at the entrance/exit of each academy and these are to be used by EVERYONE entering the sites. These are to be at variable heights to ensure easy use by pupils and adults alike. See Hand Sanitiser Plan. Supervision of hand sanitiser use given risks around ingestion.</div> <div>3. Small children and pupils with complex needs will be helped to clean their hands properly, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them</div>				

REVIEW 1

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Remaining level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
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<u>AREA</u>	<u>SECTION 1 PREVENTION OF CORONAVIRUS SPREAD</u>			
Existing level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>	3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach			

1. The 'catch it, bin it, kill it' approach will be taught. Staff must ensure they have enough tissues and lidded bins available.
2. Parents to be asked to bring in tissues for their child. (Parent handbook)
3. Teachers will plan regular (daily then weekly) sessions to teach good hygiene to children.
4. Leaders will monitor the teaching of 'catch it, bin it, kill it.'
5. For children with complex needs, for example those who spit uncontrollably or use saliva as a sensory stimulant, a risk assessment will be used and saved onto CPOMS.
6. Following, Public Health England advice, face covering will not be worn in school. Staff and children to remove face coverings before entering the school. These are to be taken home by parents. (Parent handbook)
7. We have now asked parents to wear face coverings on arrival and dismissal of pupils as we cannot guarantee social distancing

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Remaining level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
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AREA	SECTION 1 PREVENTION OF CORONAVIRUS SPREAD			
Existing level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures	4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach			
<div>1. Cleaning schedule is in place 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 are being cleaned more frequently than usual• Toilets being cleaned regularly and pupils are encouraged to clean their hands with soap and water thoroughly after using the toilet. Drying hands with paper towels and disposing in the bins provided (lidded where possible). Hand dryers are not being used reducing the risk of spread of infection• Cleaning companies to ensure that they continue to complete enhanced cleaning each day – this will remain in place until further Government Guidance confirms that enhanced cleaning is no longer required and Coronavirus is a minimal risk and a Cleaning Risk Assessment is to be provided</div> <div>2. Soft furnishings have been removed from all classrooms and communal areas</div> <div>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 (https://www.gov.uk/government/publications/covid-19-decontaminationin-non-healthcare-settings).</div>				

Remaining level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
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AREA	SECTION 1 PREVENTION OF CORONAVIRUS SPREAD			
Existing level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures	5. Minimise contact between individuals and maintain social distancing wherever possible			
<div>1. We will minimise contacts and mixing between everyone in school by delivering a broad and balanced curriculum, following a strict staffing timetable</div> <div>2. We will reduce the number of contacts between children and staff by following a strict staffing timetable.</div> <div>3. We will maintain distance between individuals –(see guidance in staff handbook) staffroom/ offices/ home working/ visitors to site/ cars/meetings/ each other’s classroom – staff with underlying health conditions will maintain 2 metres distance at all times</div> <div>4. Children will be taught and supported to maintain distance and not touch staff where possible.</div> <div>5. We are maintaining a register of staff members who have travelled overseas within the summer period and monitor any countries who may have changed their status with regard to the number of outbreaks of COVID19 and quarantine rules to be applied, ALSO PUPILS Add to September INSET AND ADMISSIONS</div> <div>6. We are minimising contacts and, where possible, are refraining from mixing between bubbles/groups in school while delivering a broad and balanced curriculum</div> <div>7. Reduce the number of contacts between children and staff. Agree bubbles</div> <div>8. Maintaining distance between individuals – staffroom/ offices/ home working / visitors to site / cars. Visitors to site by appointment only and admitted following having temperature taken and completion of Visitor Questionnaire</div> <div>9. We have implemented staggered start and dismissal times and actively encourage parents/carers to socially distance whilst waiting (this includes social distancing markings and clearly displayed signage and have requested that they wear face coverings when dropping off and collecting pupils)</div> <div>10. We will continue to keep distinct groups separate while offering a broad curriculum</div> <div>11. A one-way system is in operation throughout the academy</div> <div>12. Children are being supported to maintain distance and not touch staff where possible.</div> <div>13. Communication between parents/carers and school staff is restricted to non-contact method</div> <div>14. Face-to-face meetings are avoided and holding virtual meetings internally and externally are actively encouraged . Where face-to-face meetings happen, there is a temperature check, questionnaire, distancing and screens used</div> <div>15. ALL staff are visible to greet children and ensure adherence to these guidelines</div> <div>16. PPA to be taken in the large meeting room to enable social distancing to be maintained.</div> <div>17. PPA cover – 3 x HLTAs plus PE coach</div>				
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Remaining level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
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AREA	SECTION 1 PREVENTION OF CORONAVIRUS SPREAD			
Existing level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures	6. Group children in bubbles			
<div>1. Children will be grouped into year group bubbles.</div> <div>2. Bubbles will be kept apart from other bubbles where possible.</div> <div>3. Social distancing will be difficult within bubbles therefore staff will adhere to strict control measures to reduce the transmission of the virus e.g. handwashing and enhanced cleaning of shared resources.</div> <div>4. Tables and chairs to be set up in rows so that no pupils are facing each other.</div> <div>5. Those pupils who have had low levels of engagement during lockdown and may require additional support will be seated nearer to the front.</div> <div>6. Each pupil will have their own set of resources in an individual tray on their desk space, to limit movement around the class.</div> <div>7. Classroom based resources, such as books and games, can be used and shared within bubbles but 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.</div> <div>8. Children will line up when coming into class in the morning and from break times etc, in the order of back row to front row to ease movement into classrooms and avoid children having to pass each other once seated.</div> <div>9. Staff to follow social distancing from each other of 2 metres where circumstances allow e.g. staff room, when entering the building, etc.</div> <div>10. Staff to maintain distance from pupils and other staff as much as possible</div> <div>11. Movement around the school site should be kept to a minimum as far as is possible</div> <div>12. Steps will be taken to limit interaction, sharing of rooms and social spaces between bubbles as much as possible, staggering all transitions including playtime and lunchtime.</div> <div>13. Siblings may also be in different bubbles.</div> <div>14. Children will be grouped within year groups for Read Write Inc teaching and small group intervention sessions. Groups will use identified 'break out' areas only for interventions - areas to be identified – these will be in the main hall, the gym, the blue area and the library. PPE is optional for those staff delivering interventions.</div> <div>15. Pupils can be organised into bubble sets for subjects such as phonics and maths – desks and chairs to be cleaned in between different groups, pupils to take their tray with them when moving to a different set. All classrooms now have a spray which states that it is effective at killing Covid germs for 5 hours – this is being used before school (lasting from 8.15 – 1.15). Being trialled on late room and BASC</div> <div>16. Staff can still work across bubbles if that is needed to enable a full educational offer. They will adhere to strict control measures to reduce transmission.</div> <div>17. The school has made plans for staff to provide 1:1 support (e.g. as part of an EHCP, catch up provision)<div><div>- Staff wash hands before and after working with a pupil</div><div>- A space is identified for the intervention to take place, and set up with two separate desks placed a suitable distance apart</div></div></div>				

- All equipment needed for the child is set up in the space before the start of the session
- Staff go to the child's classroom, standing at the entrance to collect the pupil (not entering the classroom)
- The child follows the staff member (at a distance) to the identified area and returns to class following the intervention in the same way
- The intervention is provided at a distance
- After the child has returned to class, the member of staff cleans the desk area and washes any equipment that needs to be used by another child

18. The school plans for staff providing specialist interventions to work across ~~one~~ **limited** year group **where possible and (if necessary) only one other year group**, to reduce potential contacts. One staff member providing specialist support is in a high risk category; **the school has set out bays and screens are available so that where 2 metres cannot be maintained, there is a barrier between the adult and child** so the staff member can continue to be in school and provide specialist support.

19. The school will review groups so that each small group receiving support is drawn from one **class bubble** only; pupils from each class bubble will be allocated intervention time for either a morning or an afternoon session.

- Interventions will take place in an identified area, where the member of support staff will maintain a distance from the pupils.
- Pupils will bring all equipment they require with them to the intervention area.
- The area will be cleaned over lunch, before pupils from another bubble use the area.
- Staff will wash their hands between each group.

Staff members working in this way will provide interventions across a limited range of bubbles wherever possible, maintaining social distancing when unable to do so either lower KS2 or upper KS2: no member of staff will work across more than one (sub) phase.

20. Leaders will continue to walk the school, particularly at times when transitions are at a minimum.

21. Each classroom will have a demarcation on the floor (in the doorway) where no children, furniture or equipment will be, enabling leaders to enter the classroom, speak to children, observe learning and generally be present around the school.

22. There will be a spare desk in every classroom, near to the door for staff to use when coaching or monitoring

23. The school has also **planned a timetable for class assemblies, story time and whole school assemblies**, all involving interaction from different classes, through the use of MS Teams. Collective worship and whole school assemblies should be avoided.

24. Staff may wear face coverings and / or visors if they would feel safer doing this, when delivering interventions, personal care or hot marking

REVIEW 1

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Remaining level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
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AREA	SECTION 1 PREVENTION OF CORONAVIRUS SPREAD			
Existing level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures	7. Measures within the classroom			
<div><div>1. Staff must maintain a distance whilst inside and reduce the amount of time they are in face to face with others:</div><div>2. Staff 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. It will not always be possible when working with pupils who have complex needs or who need close contact care. These pupils will have individual risk assessments. Need whole class vulnerable risk assessments for when classes are covered</div><div>3. Need to embed a process for staff covering / supply to have a handover of the context of the class</div><div>4. Children will be supported to maintain distance and not touch staff and their peers where possible. This many not always be possible for the youngest children and some children with complex needs.</div><div>5. 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.</div><div>6. Tables and chairs have been set up in rows so that no pupils are facing each other. Individual class teachers have reviewed where pupils will sit (seating plan to be created). Those pupils who have had low levels of engagement during lockdown and may require additional support will be seated nearer to the front. Each pupil will have their own set of resources in an individual tray on their desk space, to limit movement around the class. Children will line up when coming into class in the morning and from break times, in the order of back row to front row to ease movement into classrooms and avoid children having to pass each other once seated. Where staff need to work with individual children or small groups of children from more than one bubble, care will be taken to maintain distancing.</div><div>7. Children have their own tray containing resources that they use every day so that these are not shared.</div><div>8. Resources washed in detergent each night and left to dry if not same person using them the next day</div><div>9. Resources on tables ready for lesson and children have restricted choice of resources</div><div>10. Outdoor resources restricted each day and outdoor area separated between classes</div><div>11. Soft toys and furnishes including bean bags removed from the classroom</div><div>12. Take home books split into different sets and rotated giving time for de-contamination (72 hours) – see rota JS/AB to devise rota/system (identify which children cannot access online reading and those who need to access physical books).</div><div>13. Children wipe down own resources and tables at end of each week.</div><div>14. Children should only bring in the resources that they need and will fit in their tray, lunch, cap, suncream</div><div>15. Daily classroom cleans and weekly enhanced clean</div><div>16. Classroom based resources, such as books and games, will be used and shared within the bubble; these will be cleaned regularly, along with all frequently touched surfaces.</div></div>				

17. Resources that are shared between classes or bubbles, such as sports, art and science equipment will 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.

REVIEW 1

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Remaining level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
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AREA	SECTION 1 PREVENTION OF CORONAVIRUS SPREAD			
Existing level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures	8. Measures within school			
<div>1. Assemblies or collective worship will be conducted in class bubbles.</div> <div>2. Our timetables ensure groups are kept apart and movement around the school site kept to a minimum i.e. corridors, entrances and exits.</div> <div>3. Break times and lunch times will be staggered (and time for cleaning surfaces in the dining hall between groups).</div> <div>4. Shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms will be minimised.</div> <div>5. Teachers can take books however where possible staff are encouraged to live mark and mark on site.</div> <div>6. Internal doors to be wedged open by bubble lead to maintain social distancing and reduce touch points.</div> <div>7. Toilet use to be timetabled SMLT to propose rota – check with Year Leads</div> <div>8. Routine in place for children to access the toilet independently – sign on door to ensure that only 1 child at a time goes into toilets (groups of pupils from the same bubble may enter the toilets when supervised by an adult)</div> <div>9. Pupils to bring own healthy snack in from home</div> <div>10. Pupils will not be permitted to share any food, snacks brought from home with other pupils, this includes treats brought in for birthdays</div>				
<p><u>Small Group interventions</u></p> <p>For the vast majority of the time pupils will be in class bubbles. However, the ability range of the children in this school is such that effective teaching of interventions will require the use of ‘bubbles within bubbles’, creating small ability-based groups within a year group bubble. Pupils will be split into small groups, taught by the year group support staff and pastoral staff. Where a bubble is taught by a member of staff not working within the year group bubble, the group seating arrangements (including that of the staff member) will ensure distancing between the staff member and the children. Staff and pupils will wash their hands prior to joining their group and after the session.</p>				
<p><u>Specialist teaching in a bubble</u></p> <p>The school is fortunate in being able to provide specialist teaching in some subjects at KS2. Specialist teachers will continue to teach different classes, but arrangements will be made to ensure that the teacher is distanced from the pupils. They will be restricted in the number of classes that they teach. As these teachers will teach approximately half the classes in each year group, they need to maintain social distance from pupils. Where the teacher cannot teach a class in person (due to the number of classes they are already covering) the specialist teaching will be live-streamed via MS Teams, with support staff providing supervision in class (allowing class teachers to take PPA time). GROVE PE/ART/ICT</p>				
<p><u>Visibility of leaders around school</u></p> <p>Leaders will continue to walk the school, particularly at times when transitions are at a minimum. Each classroom has a demarcation on the floor where no children, furniture or equipment will be, enabling leaders to enter the classroom, speak to children, observe learning and generally be present around the school. Leaders and staff will use their professional judgement to ensure social distancing. The playground has been sectioned to keep different bubbles separate. Leaders will use their professional judgement to walk around the playground, observing and chatting to pupils at a distance. The school has also planned a timetable for class assemblies, story time and will plan whole school assemblies through the use of MS Teams.</p>				
<p>Managing Interventions:</p>				

- Staff will wash hands before and after working with a pupil
- A space is identified for the intervention to take place, and set up with two separate desks placed a suitable distance apart
- All equipment needed for the child is set up in the space before the start of the session
- Staff go to the child's classroom, standing at the entrance to collect the pupil (not entering the classroom)
- The child follows the staff member (at a distance) to the identified area and returns to class following the intervention in the same way
- The intervention is provided at a distance
- After the child has returned to class, the member of staff cleans the desk area and washes any equipment that needs to be used by another pupil

The school plans for staff providing specialist interventions to work across a given year group and (if necessary) **only one other year group**, to reduce potential contacts. If a staff member providing specialist support is in a high risk category; the children will work in the blue area as an intervention space with pupil and staff separated by the glass partition so the staff member can continue to be in school and provide specialist support.

Support staff providing interventions to a small group of pupils across more than one class

The school will review groups so that each small group receiving support is drawn from year group bubbles only; pupils from bubbles will be allocated intervention time for either a morning or an afternoon session. Interventions will take place in an identified area, where the member of support staff will maintain a distance from the pupils. Pupils will bring all equipment they require with them to the intervention area. The area will be cleaned over lunch, before pupils from another bubble use the area. Staff will wash their hands between each group. **Staff members working in this way will provide interventions across either lower KS2 or upper KS2: no member of staff will work across more than one phase (Y3/4 or Y5/6).— We will endeavour to limit the number of classes which staff work across, however all staff need to maintain social distance from pupils. The school has set out bays and screens to protect adults.**

Planning, Preparation and Assessment time

The school is planning for PPA time to be scheduled at times when pupils are undertaking supervised activity with other specialist teachers or support staff, for example:

- PE lessons with a specialist sports coach (with the coach remaining distanced from the pupil group)
- Art
- Music
- ICT

One way systems

One-way systems are established in all corridors to ensure that bubbles and groups of pupils are separated. In wider corridors, leaders have decided to place furniture that has been removed from the classrooms (to make space) to further demarcate the one-way system. Furniture used in this way will be cleaned on a regular basis, as children may touch surfaces as they pass.

REVIEW 1

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Remaining level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
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AREA	SECTION 1 PREVENTION OF CORONAVIRUS SPREAD			
Existing level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures	9. Where necessary, wear appropriate personal protective equipment (<u>PPE</u>)			
<div>1. Staff will seek expert guidance from SENDCo for support with developing individual risk assessments for children with behaviours likely to require restraint.</div> <div>2. Log of equipment maintained and orders submitted well in advance; disposable aprons, gloves, visors, wipes, tape, soap, sanitiser etc</div> <div>3. Weekly stock check of PPE equipment to be undertaken and re-ordered where needed</div> <div>4. Reminder to parents that children must not access school wearing earrings as staff will not remove them.</div> <div>5. The minimum <u>PPE</u> to be worn for cleaning an area where a person with possible or confirmed coronavirus (COVID-19) is disposable gloves and an apron. Hands should be washed with soap and water for 20 seconds after all PPE has been removed.</div> <div>6. All pupils displaying symptoms to be removed to the isolation room and all PPE equipment used to be double bagged and stored for 72 hours in the boys’ changing rooms before disposing of it in the general waste.</div> <div>7. If a risk assessment of the setting indicates that a higher level of virus may be present (for example, there is visible contamination with body fluids, then the need for additional PPE to protect the cleaner’s eyes, mouth and nose might be necessary. The local Public Health England (PHE) Health Protection Team (HPT) can advise on this.</div> <div>8. Our staff have been trained in the correct use of a surgical mask, to protect them against other people’s potentially infectious respiratory droplets when within 2 metres, and the mask use and supply of masks would need to be equivalent to that in healthcare environments</div> <div>Please note the Government guidance states “Wearing face coverings or face masks is not recommended”</div> <div><div>1. <u>PPE</u> is only needed 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 <u>PPE</u>, in which case the same <u>PPE</u> should continue to be used</div><div><div>a. Face mask</div><div>b. Disposable apron</div><div>c. Disposable gloves</div><div>d. Eye protection</div><div>e. Face visor</div></div><div>(https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care) for more information about preventing and controlling infection, including when, how <u>PPE</u> should be used, what type of <u>PPE</u> to use, and how to source it.</div><div>2. We have sought expert guidance re support for children with behaviour difficulties – that might need restraint and display spitting, biting etc. leading to individual vulnerable child risk assessments above. PPE may need to be worn. (see flow chart guidance)</div></div>				

Review 1**Remaining level of
risk****HIGH****MEDIUM****LOW****NEGLIGIBLE**

AREA	SECTION 1 PREVENTION OF CORONAVIRUS SPREAD			
Existing level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures	10. Measures for arriving at and leaving school			
<div><div>1. We have introduced staggered starts by adjusting start and finish times to keep groups apart as they arrive and leave school. Teaching time will be 5.5 hours per day.</div><div>2. We have devised a detailed plan for the arrival and dismissal of pupils to maximise social distancing and minimise the possibility of bubbles crossing over. We have increased the amount of time for staggered arrival and dismissal during the first few days whilst routines become embedded.</div><div>3. Parents and carers are asked to wear face coverings for arrival and dismissal as social distancing cannot be guaranteed</div><div>4. We have communicated 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</div><div>5. School process for removing face coverings when pupils and staff who use them arrive at school is communicated 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.</div><div>6. Guidance on safe working in education, childcare and children's social care (https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care) provides more advice.</div><div>7. PARENTS MUST FOLLOW SOCIAL DISTANCING AND LIMIT CHILDREN'S CONTACT WITH OTHERS OUT OF SCHOOL</div><div>8. Child will be allocated an entrance, which will be either:<div><div>• Turner Street back gate</div><div>• Myatt Street</div><div>• Keelings Road</div></div></div><div>9. ONLY ONE responsible person (recommended over 14) must accompany their child to and from school (children with written permission in Years 5 and 6 may arrive at school on their own)</div><div>10. Parents / carers to socially distance whilst they wait on the pavement outside school – dots on the pavement show where to stand</div><div>11. Follow the arrows on the pavement which show the one-way system</div><div>12. A member of staff will indicate when a child can enter school, child will be guided by staff to make their way to bubble location. SLT/ELT to monitor.</div><div>13. Parents and carers to communicate via email or phone calls, access to the academy office is via appointment only.</div><div>14. Parents to agree via class dojo to confirm their agreement to school requirements</div></div>				
REVIEW 1				
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Remaining level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
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AREA	SECTION 1 PREVENTION OF CORONAVIRUS SPREAD			
Existing level of risk	HIGH	MEDIUM	LOW	NEGLECTIBLE
Control measures	11. Engage with the NHS Test and Trace process			
<div>1. We will ensure our staff understand the NHS Test and Trace process and how to contact our local Public Health England health protection team (https://www.gov.uk/guidance/contacts-phe-health-protection-teams). We will ensure that staff members and parents/carers understand that they will need to be ready and willing to book a test (https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested) if they are displaying symptoms.</div> <div>2. Staff and pupils will not be permitted to come into the school if they have symptoms, and will be sent home to self-isolate if they develop them in school. Children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit. Details to be provided of anyone they have been in close contact with if they were to test positive for coronavirus(COVID-19) or if asked by NHS Test and Trace (https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidancefor-households-with-possible-coronavirus-covid-19-infection) if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19).</div> <div>3. Anyone who displays symptoms of coronavirus (COVID-19) should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website (https://www.nhs.uk/conditions/coronaviruscovid-19/testing-for-coronavirus/), or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</div> <div>4. Where a staff member develops symptoms whilst in school and are unable to access a test within 48 hours, the academy will provide the staff member with a home testing kit if one is available</div> <div>5. Where a pupil develops symptoms whilst in school and are unable to access a test, the academy will provide the child with a home testing kit if one is available, tests need to be accessed within 5 days of symptoms presenting, JB devising protocol for this process JB leading this and makes the final decision on allocating tests</div> <div>6. By the autumn term, our school will be provided with a small number of home testing kits that we can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where we think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits.</div> <div>7. We will ask parents and staff to inform the school immediately of the results of a test.</div> <div>8. If someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating. If someone tests positive, they will follow the ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ (https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance) and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they will keep self-isolating until their temperature returns to normal. Other members of their household will continue self-isolating for the full 14 days.</div>				
Review 1				

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Remaining level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE

AREA	SECTION 1 PREVENTION OF CORONAVIRUS SPREAD			
Existing level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures	8.Manage confirmed cases of coronavirus (COVID-19) amongst the school community			
To support the NHS Track and Trace process below, each SAFO will maintain rigorous record keeping Confirmed COVID19 Case Process				
<div>1. School will take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19) and 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 (COVID19) attended the school – as identified by NHS Test and Trace.</div> <div>2. The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</div> <div>3. The health protection team will guide us through the actions we need to take. Based on the advice from the health protection team, we will send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:<div><div>- 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)</div><div>- proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</div><div>- travelling in a small vehicle, like a car, with an infected person</div></div></div> <div>4. We will 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.</div> <div>5. 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.</div> <div>6. 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 (https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance). They should get a test, and:<div>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.</div><div>If the test result is positive, they should inform their setting immediately, and must isolate for at least 10 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 (https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance)</div></div> <div>7. 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 if for a family member. If self-isolation is a result of the pupil displaying symptoms, a test is advised and the test result should be evidenced if attendance is required before the end of the required isolation period</div>				

Review 1				
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Remaining level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE

AREA	SECTION 1 PREVENTION OF CORONAVIRUS SPREAD			
Existing level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures	9. Contain any outbreak by following local health protection team advice			
<div>1. If school has two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, we may have an outbreak, and we will continue to work with the local health protection team who will be able to advise if additional action is required.</div> <div>2. The health protection teams may recommend that a larger number of other children self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and will not be considered except on the advice of health protection teams.</div> <div>3. In consultation with the local Director of Public Health, where an outbreak in the school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person’s class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</div>				
Review 1				
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Remaining level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE

SECTION 2 OPERATION OF SCHOOLS

AREA	SECTION 2 OPERATION OF SCHOOLS ELT			
Existing level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures	1. TRANSPORT			
<div>1. Staggered start times have been implemented and timings reviewed to enable more journeys to take place outside of peak hours</div> <div>2. We actively encourage parents, staff and pupils to walk or cycle to school if at all possible.</div> <div>3. We will consider using ‘walking buses’ (a supervised group of children being walked to, or from, school) during the autumn term if parents are becoming congested by the school gates.</div>				
Review 1				
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Remaining level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE

AREA	SECTION 2 OPERATION OF SCHOOLS			
Existing level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures	2. ATTENDANCE			
<div>1. School attendance will be mandatory again from the beginning of the autumn term. This means from that point, we will apply our normal attendance policy and processes. This includes referring to CME for those pupils we are unable to locate or contact, and referrals to EWS for fines in relation to unauthorised holidays in term time. We will follow all local government guidelines for fines for non-attendance.</div> <div>2. Pupils who are shielding or self-isolating means a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19) (https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19). We will ensure regular contact is made with these pupils via wellbeing calls and door knocks, and that they have access to online learning. We will follow National guidance for attendance codes, authorised absences, etc as soon as this is available.</div> <div>3. If rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below).</div> <div>4. Some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment). Paediatrics and Child Health at COVID-19 - 'shielding' guidance for children and young people(https://www.rcpch.ac.uk/resources/covid-19-shielding-guidance-children-young-people#children-who-should-beadvised-to-shield).</div>				

5. Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we will immediately offer them access to remote education. Schools should monitor engagement with this activity (as set out in the section below).
6. Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised.
7. We will work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance
8. We will continue to refer pupils to EWS where attendance concerns meet thresholds
9. Children are required to arrive in school at their given time slot, in order to prevent cross bubble contamination. Where concerns arise, Pastoral team will offer support to parents and advise of possible consequences to repeat incidents. As a MAT we have agreed that U codes will be used for all pupils from 9.30am. This will be reviewed as necessary.

Review 1

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Remaining level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
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AREA		SECTION 2 OPERATION OF SCHOOLS			
Existing level of risk		HIGH	MEDIUM	LOW	NEGLIGIBLE
Con measures		3. Pupils and families who are anxious about return to school			
<ol style="list-style-type: none"> 1. We will encourage all pupils to attend school and apply our rigorous attendance policy (unless extenuating circumstances). 2. We will bear in mind the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and put the right support in place to address this. 3. We will communicate with families and gather their specific concerns . 4. We will share our risk assessments with parents and create an accessible parent handbook. 5. We have communicated clear and consistent expectations around school attendance to families (and any other professionals who work with the family where appropriate) throughout the summer ahead of the new school year 6. We have identified pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This includes disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic. 7. We have planned to use the additional catch-up funding we receive, as well as our existing pastoral and attendance staff and pupil premium funding to target improved attendance. 8. We will work closely with other professionals as appropriate to support the full return to school, including continuing to notify the child's social worker, if they have one, of non-attendance 9. We will identify if pupils with <u>SEND</u> (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine. Staff will plan specifically to plan how to meet these needs. 10. Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way staff are put at risk – any conversations with parents would take place via class dojo and be recorded on CPOMs. 11. Where a child routinely attends more than one setting on a part time basis, we will work through the system of controls collaboratively, enabling us to address any risks identified and jointly deliver a broad and balanced curriculum for the child. 					
Review 1		<ul style="list-style-type: none"> • 			
Remaining level of risk		HIGH	MEDIUM	LOW	NEGLIGIBLE

AREA		SECTION 2 OPERATION OF SCHOOLS			
Existing level of risk		HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		4. SCHOOL WORKFORCE			

School workforce

1. We will apply our home working policy for those who can work from home to enable them 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 will use the home working policy to consider what is feasible and appropriate.

Staff who are clinically vulnerable or extremely clinically vulnerable

2. All mitigating actions in this risk assessment will be followed to protect staff, including those who are extremely clinically vulnerable and clinically vulnerable. 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.
3. We will follow [advice for those who are clinically-vulnerable, including pregnant women](https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people) (https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people)
4. 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 (https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19).
5. We will identify all staff who are considered clinically vulnerable or extremely clinically vulnerable and will look at each case individually. School leaders may 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.
6. People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.

Staff who are pregnant

7. 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 (https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people).

Staff who may otherwise be at increased risk from coronavirus (COVID-19)

8. 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 (https://www.gov.uk/government/publications/covid-19-review-of-disparities-in-risks-and-outcomes). If people with significant risk factors are concerned, we recommend that they discuss their concerns with their line manager, who will explain the measures the school is putting in place to reduce risks. School leaders will try as far as practically possible to accommodate additional measures where appropriate.

9. People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.

10. Leaders have been in consultation with all staff regarding the Risk Assessment and staff who fall into any of the above categories have been asked to recommend any further measures needed and agreed what has been put into place.
11. Schools will issue all relevant risk assessments to staff concerning returning to work – and allow them to comment and contribute.
12. Separate risk assessments for staff who are clinically vulnerable.
13. HR advice to be sought where needed and all policies to be applied as necessary

Employer health and safety and equalities duties

14. We will 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 us to meet our legal duties to protect employees and others from harm.

Supporting staff

15. The trustee board and school leaders will consider staff (including the headteacher) work-life balance and wellbeing.
16. We will explain to all staff the measures we have put in place and involve all staff in that process – via the handbooks, schedules, timetables, briefings and training days.
17. Staff will access full training on Risk assessment 1st September 2020 and as Risk Assessment is reviewed, all staff and parent handbooks will be updated and shared.
18. We have a duty of care to our staff, and this extends to their mental health. We will consult via Survey Monkey and use our mechanisms to support staff wellbeing. 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 (<https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers>) is available. The Education Support Partnership (<http://www.educationsupport.org.uk/>) provides a free helpline for school staff and targeted support for mental health and wellbeing.
19. Staff to contribute to risk assessment process – input into hazard identification and control measures.
20. Online coaching and support from SLT will continue.
21. Support helplines will be shared with staff – staff shield and website
22. At least one SLT member of staff on site every day for staff to share concerns with
23. Designated “staff areas” (the quad) to gain fresh air for different groups of staff – maybe rota for same areas if needed
24. Our staff handbook details the measures staff should take to maintain the highest standards of protection against the virus
25. Staff deployment has used existing staff more flexibly, to welcome back all pupils at the start of the autumn term. Managers have discussed and agreed any changes to staff roles with individuals.
26. We have reviewed planning to reduce unnecessary and unmanageable workload burdens using DfE’s workload reduction toolkit <https://www.gov.uk/guidance/school-workload-reduction-toolkit>.
27. We have planned for remote education, the DfE has also published a range of resources, including case studies to support remote education (see recovery curriculum policy and plan) (<https://www.gov.uk/government/collections/case-studies-remote-education-practice-for-schools-during-coronavirus-covid19>) This includes case studies on managing wellbeing.

Deploying support staff and accommodating visiting specialists

28. We have ensured that appropriate support is made available for pupils with SEND.

29. We have deployed support staff capacity to support catch-up provision or targeted interventions. Teaching assistants may also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher (under the Education (Specified Work) (England) Regulations 2012 for maintained schools and non-maintained special schools and in accordance with the freedoms provided under the funding agreement for academies).

The Education Endowment Foundation (EEF) has published guidance on making the best use of teaching assistants (<https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/>) to help primary and secondary schools.

30. When deploying support staff flexibly we have considered regulated activity and ensure only those who have the appropriate checks are allowed to engage in regulated activity. Full guidance is provided in part 3 of keeping children safe in education (<https://www.gov.uk/government/publications/keepingchildren-safe-in-education--2>).

Recruitment

31. Recruitment will continue as usual and we will recruit remotely if needed

Supply teachers and other temporary or peripatetic teachers

32. We have considered how to minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and to welcome visitors to the school, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.

33. To minimise the numbers of temporary staff entering the school premises, and secure best value, we may decide to use longer assignments with supply teachers and agree a minimum number of hours across the academic year. This advice for supply teachers also applies to other temporary staff working in schools such as support staff working on a supply basis, peripatetic teachers such as sports coaches, and those engaged to deliver before and after school clubs.

Expectation and deployment of ITT trainees

34. We will continue to host ITT trainees and have discussed with ITT providers how this can be done flexibly and innovatively to help meet both school and trainee needs. Deployment decisions will take into account the skills and capacity of the trainees in question.

Trainees will:

- take responsibility, with the usual mentor oversight, for small groups of pupils across or within years, adapting resources for such groups, creating online learning materials, re-planning sequences of lessons or delivering catch-up lessons
- be engaged in wider professional activity, for instance tackling pupil, family and school needs by learning about, identifying and addressing challenges such as vulnerability, mental health problems or safeguarding issues
- develop or engage in working groups to share best practice around resilience, commitment and team working
- work in pairs or groups to co-plan, co-teach and co-assess lessons with their mentors or other trainees. All mitigating measures in this risk assessment will be observed. Paired and group placements, where these are possible, benefit trainees, mentors and teaching staff, promoting a greater sense of team collaboration, ongoing professional learning and reductions in workload

This is not intended to be exhaustive and ITT partnerships will need to ensure they have identified and comply with all legislation (<https://www.legislation.gov.uk/uksi/2012/762/schedule/paragraph/6/made>) and guidance relevant to ITT.

Staff taking leave

35. We recognise that our staff have been working extremely hard throughout the coronavirus (COVID-19) outbreak and to prepare for all pupils to return from the start of the autumn term. Many staff will want to take a holiday over the summer period, which may involve travelling abroad. The government has set a requirement for people returning from some countries to quarantine for 14 days on their return. The latest guidance on quarantine can be accessed at coronavirus (COVID-19): how to self-isolate when you travel to the UK (<https://www.gov.uk/government/publications/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-theuk/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk>).
36. As would usually be the case, staff will need to be available to work in school from the start of the autumn term. We will discuss leave arrangements with staff before the end of the summer term to inform planning for the autumn term. There is a risk that where staff travel abroad, their return travel arrangements could be disrupted due to factors arising beyond their control in relation to coronavirus (COVID-19), such as the potential for reinstatement of lockdown measures in the place they are visiting.
37. Where it is not possible to avoid a member of staff having to quarantine during term time, school leaders will consider if it is possible to temporarily amend working arrangements to enable them to work from home.

Office functioning

38. Volunteers may be used to support the work of the school, as would usually be the case. We will ensure that they are properly supported and given appropriate roles. Where we are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in the volunteer section in Part 3 of keeping children safe in education (<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>). Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity. Mixing of volunteers across groups will be kept to a minimum, and they should remain 2 metres from pupils and staff where possible.
39. Postman arrangements – use external intercom and office staff will admit and then collect post from outside once postman has left.
40. Collection of goods, via prior arrangement – Use external intercom and office staff to support
41. Access to academy reception will be via arranged appointment only.
42. 3 persons maximum in the office at any one time ensuring as much distance as possible and additional measures taken. Office staff not to sit face to face without additional screen. (Perspex screen to be installed)
43. Telephone to be answered when office in use, answer phone to be used out of hours
44. Windows to be opened for good ventilation and blinds to remain pulled back when the office is in use.
45. 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 will provide interventions as usual.
46. Staff handbook details how to manage other visitors to the site, such as contractors, 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 will. A record should be kept of all visitors. All visitors **MUST** complete a questionnaire on arrival.
47. Staff visiting the office must remain at the internal office door which will be wedged open and wait to be assisted.
48. Hand sanitiser sited upon reception and used each time after accessing inventory system (if fob is not used) and before entering school. Wipes to be used to wipe door handle after accessing main corridor. On leaving school, staff wrap a tissue around their finger if they need to touch the inventory screen.

49. Staff to take temperature on arrival, wipe it after use
50. Staff to ONLY ENTER via main office, NOT Myatt Street entrance.
51. Pupils not collected on time to be returned to bubble. Pastoral to phone home to ask if parents on their way.
52. Late arrivals will be refused entry at the gate and advised to gain entry via Avoca Street. They MUST NOT enter with another bubble. Gates will be closed 5 minutes after arrival time
53. Limited access to photocopiers where possible and wiped with antibacterial after every use. Where possible, any printing required by the bubble, please email the office directly and office staff will respond to say it is ready to collect from the copier.

General

54. Pupils will not be granted access back into academy grounds if something is left behind at the end of the school day.
55. Pupils who are ill are to be collected from the main office and to remain in the Isolation Room identified prior to collection.
56. Staff illness, staff are asked to follow the usual Supporting Attendance Policy – need to inform if they are isolating and actually fit to work from home
57. Fire alarm – all members to leave the premises via their usual exit routes unless fire is blocking exit. Staff are reminded to use common sense dependent on where the fire is and leave through first available exit.

REVIEW 1

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Remaining level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
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AREA	SECTION 2 OPERATION OF SCHOOLS JO			
Existing level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures	5.SAFEGUARDING			
Safeguarding <ol style="list-style-type: none">1. We have revised our child protection policy (led by our Designated Safeguarding Lead) to reflect the return of more pupils. Schools must have regard to the statutory safeguarding guidance, keeping children safe in education (https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) and the updated version applicable from 1st September 2020 (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf) and should refer to the coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance (https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronaviruscovid-19-safeguarding-in-schools-colleges-and-other-providers).2. Designated safeguarding leads (and deputies) will 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.				

3. 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.
4. Staff training will be given on the updated KCSiE document, and a refresher on signs of abuse and what to look out for. All staff have been asked to complete ACEs training funded by the Government during the lockdown period.
5. Our safeguarding team across the MAT will continue to work closely to secure the best outcomes for shared families.
6. We will consult with MASH for any safeguarding concerns as per local authority guidance
7. All staff will record concerns onto CPOMS in a timely manner in order for the DSL/ SLT to take necessary action. These include, concerns in school, raised by parents, over Class Dojo, or the online learning platforms.
8. Pastoral team will continue wellbeing calls, and door knocks for any children not attending or shielding in order to fulfil our duty of care.

Review 1**Remaining level of risk****HIGH****MEDIUM****LOW****NEGLIGIBLE**

AREA	SECTION 2 OPERATION OF SCHOOLS			
Existing level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures	6. Catering 1. The kitchen will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals. https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidancefor-food-businesses-on-coronavirus-covid-19 . 1. City Catering RA has been shared and agreed. City Catering staff are familiar with School Specific Action Plans and academy specific Risk Assessment 2. City Catering will continue to the current interim menu for the first half term in September, 2020 (1 choice) 3. Pupils must sign up for school dinners for a full half term 4. Lunch will continue to be served in the classrooms. See Catering Schedule 5. Food will continue to be labelled for children with dietary requirements so that these can be handed out first. City Catering staff to be provided with a list of pupils requiring a lunch and any dietary requirements in order that such lunches can be clearly labelled 6. Lunch will continue to be eaten from disposable containers which will be thrown away after use. Bin bags to be provided and then these bags are to be fastened in the bubble area 7. Staff breaks are timetabled to ensure supervision of pupils 8. Children will bring in the appropriate clearly labelled water bottles and refilling of these is to be supervised to ensure that contact is not made with the water tap. This process to be documented and taught 9. If a pupil does not bring into school an appropriate water bottle, an Esprit water bottle is to be provided and a charge to be applied to the ParentPay account. Parents/Carers are to be informed of this charge by text and Class Dojo. All charges/arrears are to be cleared before the child is offered other cost items (including lunch, trips etc). Parent Pay Item Set Up			
Review 1	•			
Remaining level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE

AREA		SECTION 2 OPERATION OF SCHOOLS															
Existing level of risk		HIGH	MEDIUM	LOW	NEGLIGIBLE												
Control measures		7. SITES															
Estates <div><div>1.</div><div>Prior to reopening for the autumn term, all the usual pre-term building checks will be undertaken to make the school safe.</div></div> <div><div>2.</div><div>The water system will be flushed through each week throughout school holidays to ensure stagnation due to lack of use does not occur, to mitigate against the risks of Legionnaires’ disease. Guidance on Legionella risks during the coronavirus outbreak can be found at: https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm.</div></div> <div><div>3.</div><div>Good ventilation will be adhered to by propping open non fire doors and opening windows in each room were possible. We will follow the advice from Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak (https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm).</div></div> <div><div>4.</div><div>Fire evacuation will be practiced once a term with class bubbles in order to allow them to maintain social distancing and review plans in light of any risks identified.</div></div> <div><div>5.</div><div>Emergency lockdown procedures to be practised once a term with class bubbles in order to allow them to maintain social distancing and review plans in light of any risks identified. New lockdown alarm</div></div> <div><div>6.</div><div><u>Playground Equipment is not being used in the first instance. When it has been decided that it can be used, the following guidelines will apply:</u><div><div>i.</div><div>A timetable has been created to ensure only one bubble can use the fixed play equipment area at any one time.</div></div><div><div>ii.</div><div>Social distancing will be maintained when staff and pupils are using the fixed play equipment.</div></div><div><div>iii.</div><div>All staff and pupils to wash their hands before and after using play equipment.</div></div><div><div>iv.</div><div>Staff to supervise and limit the maximum number of children able to use the fixed playground equipment at any one time. Visual signs to be displayed around the equipment to communicate this too.</div></div><div><div>v.</div><div>The individual items of fixed play equipment to be cleaned/sanitised between each use with antibacterial spray or Milton</div></div><div><div>vi.</div><div>High traffic touch points to be cleaned regularly, which includes, enclosed playhouses, crawl through tunnels, tyre swings and entry and exit points such as gates.</div></div><div><div>vii.</div><div>Children will be reminded not to put their mouths on the fixed play equipment and not to put their hands in their mouth.</div></div><div><div>viii.</div><div>All of the outdoor playground equipment will be cleaned after each bubble has used it.</div></div></div></div> <tr><td colspan="6">Review 1 •</td></tr> <tr><th colspan="2">Remaining level of risk</th><th>HIGH</th><th>MEDIUM</th><th>LOW</th><th>NEGLIGIBLE</th></tr>						Review 1 •						Remaining level of risk		HIGH	MEDIUM	LOW	NEGLIGIBLE
Review 1 •																	
Remaining level of risk		HIGH	MEDIUM	LOW	NEGLIGIBLE												

AREA	SECTION 2 OPERATION OF SCHOOLS
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Existing level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures	8.EDUCATIONAL VISITS			
<div>1. <i>In the autumn term, we will prioritise local area visits and will make use of outdoor spaces in the local area to support delivery of the curriculum. As normal, schools will undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the health and safety guidance on educational visits https://www.gov.uk/government/publications/health-and-safety-on-educationalvisits/health-and-safety-on-educational-visits when considering visits.</i></div> <div>2. <i>During the autumn term we will consider whether to resume non-overnight domestic educational visits in the Spring term 2021. This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination.</i></div> <div>3. <i>We will risk assess use of the minibus for local visits / rewards</i></div>				
Review 1				
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Remaining level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE

AREA	SECTION 2 OPERATION OF SCHOOLS			
Existing level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures	9. UNIFORM			
School uniform <div><div>1.</div>We will return to our expectations for usual uniform policies in the autumn term</div> <div><div>2.</div>We will take mindful and considerate approach in relation to parents who may be experiencing financial pressures.</div> <div><div>3.</div>We ask that uniform is clean on everyday.</div> <div><div>4.</div>If clothes appear unclean we will contact home.</div>				
Review 1 <ul style="list-style-type: none">				
Remaining level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE

AREA	SECTION 2 OPERATION OF SCHOOLS			
Existing level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures	10. BASC			
Extra-curricular provision <div><div>1.</div><div>We have resumed Breakfast & After School provision (BASC) to support working parents/carers. Where possible, the children accessing BASC provision will remain in their bubble within a large area (gym). In the event of the necessity to mix bubbles, these will be small, consistent groups and parents/carers will be asked to sign their agreement to this within the BASC Agreement document (https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settingsduring-the-coronavirus-covid-19-outbreak)</div></div> <div><div>2.</div><div>Adult supervision of BASC provision will be from a social distance and will be offered by consistent staff members.</div></div> <div><div>3.</div><div>Parents/carers will book and pay for provision on-line in advance of provision being accessed</div></div> <div><div>4.</div><div>Refreshments offered will be either prepacked or simple, freshly prepared, healthy snacks only will be offered to pupils accessing BASC provision.</div></div> <div><div>5.</div><div>Contact sports and activities will not take place.</div></div> <div><div>6.</div><div>Resources used by children accessing BASC will be cleaned at the end of each session.</div></div> <div><div>7.</div><div>Parents/carers will be offered staggered collection times to ensure that children are collected at the earliest opportunity.</div></div>				
Review 1 •				
Remaining level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE

SECTION 3

AREA	Section 3: Curriculum, behaviour and pastoral support			
Existing level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures	11. RECOVERY CURRICULUM PLANNING			
Curriculum expectations				
<div>1. A recovery curriculum policy has been written to meet the needs of all children. (Add school website links)</div> <div>2. Some key principles and expectations for curriculum planning are outlined in our phased re-introduction of learning plan. (Add in document link – tidy up and confirm content). Priority will be given to pupil well-being, early reading and number.</div> <div>3. Catch up support will be provided, particularly for disadvantaged, SEND and vulnerable pupils to ensure they make substantial progress by the end of the academic year. (Any additional tutors will follow our visitor risk assessment). LM to draft catch up plan</div>				
Key principles that underpin our advice on curriculum planning are:				
<div>i. education is not optional, all pupils will receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.</div> <div>ii. the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects.</div> <div>iii. remote education, where needed, is high quality and aligns as closely as possible with in-school provision, building our capability to educate pupils remotely, where this is needed.</div> <div>4. Teachers will identify curriculum deficiency and children’s gaps in learning and plan for this during the initial phased introduction and through catch up programmes.</div> <div>5. We aim to return to the school’s normal curriculum content by no later than summer term 2021.</div> <div>6. We will plan on the basis of the educational needs of pupils.</div> <div>7. We will assess pupils’ starting points using the following measures: RWI tests, power maths tests, teacher wellbeing conversations, MYoL and ongoing assessment. Leaders will agree when these assessments need to take place.</div> <div>8. Remote education may be needed, alongside classroom teaching, or in the case of a local lockdown. (See section 5).</div> <div>9. A comprehensive PSHE curriculum will be taught from the start of the academic year and we will start teaching the new compulsory content by at least the start of the summer term 2021. (Policy link RSE)</div> <div>10. For pupils in key stages 1 and 2, we will prioritise identifying gaps and re-establish 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.</div> <div>11. The curriculum will remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.</div>				
RWI				
<div>1. RWI sessions will be taught to children through ability groups within their year group bubbles.</div> <div>2. Children will be spilt into ability bubbles based on the RWI assessment tool.</div>				

3. *These bubbles will be taught by the year group bubble staff.*
4. *If additional staff are needed due to the ability range, then control measures of organisation of tables / seating will ensure distancing between the staff member and the children. Staff and children will wash their hands prior to joining their RWI group and after the session.*
5. *Children will have two RWI sessions a day to support catch-up. Initially, only one of these will be with their phonics ability bubble with the other being a speed sounds class-based session, to reduce the number of times children need to be in sub-groups outside their class bubble.*

Music

1. *We will reduce the risk of infection when teaching music lessons (which includes singing, chanting, playing instruments or shouting) by using outdoor learning environments for music lessons (consider wind direction) or through distancing if lessons are taught in the classroom.*
2. *Children will not share instruments and teachers will ensure good ventilation. If there is a need to share equipment this will be thoroughly cleaned after use.*
3. *Music lessons will be taught in whole classes*
4. *No large group singing, such as school choirs and ensembles, or school assemblies will take place. Assemblies will be class based for the foreseeable future. (delivered by leaders or teachers?)*
5. *After school clubs can take place providing social distancing is strictly adhered to (especially where bubbles are mixed)*
6. *Any signing will be carried out at low volume to reduce the release of aerosols and children will not be face to face.*
7. *Where music is taught by the normal classteacher they must remain 2m from the nearest singer. If taught by a different adult this person must be 3-5m from the nearest singer.*

Physical activity in schools

1. *Physical education, sport and physical activity will be taught to children within their bubbles.*
2. *Sports equipment will be thoroughly cleaned between each use by different individual groups, and contact sports will be avoided.*
3. *Outdoor sports will be prioritised where possible, and large indoor well ventilated spaces used where it is not.*
4. *External facilities can 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:*
 - *[guidance on the phased return of sport and recreation](https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-andrecreation)(<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-andrecreation>) and [guidance from Sport England](https://www.sportengland.org/how-we-can-help/coronavirus) (<https://www.sportengland.org/how-we-can-help/coronavirus>) for grassroot sport*
 - *[advice from organisations such as the Association for Physical Education](https://www.afpe.org.uk/physicaleducation/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf) (<https://www.afpe.org.uk/physicaleducation/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf>.) and the [Youth Sport Trust](https://www.youthsporttrust.org/coronavirus-support-schools) (<https://www.youthsporttrust.org/coronavirus-support-schools>)*
5. *External coaches, clubs and organisations for curricular and extra-curricular activities can be used.*
6. *After school clubs to be re-introduced in late Autumn / Spring*
7. *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.*
8. *Relaunch WoW*
9. *Children will attend school dressed for PE. (PE kit with a jogging suit on top).*
10. *30 minutes of sport and physical activity will be provided each day in line with government guidance ([guidelines from the Chief Medical Officer](#))*

Catch-up support

1. We have identified extra support for those who need it most using catch up funding. This will mostly focus on reading , phonics and well being.
2. We have considered guidance (<https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/>) and will focus on Read, Write, Inc
3. We await further funding and guidance regarding [National Tutoring Programme](https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/)(<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/>).

Pupil wellbeing and support

1. We will assess our pupil's emotional wellbeing for anxiety, stress or low mood through our daily meet and greet.
2. We will assess all vulnerable children, including those with a social worker and young carers.
3. We will support pupils with **SEND** to return to their mainstream school after the long absence, and on transition to other settings. **We will update children's individual Risk Assessments.**
4. Our staff will access the **training module on [teaching about mental wellbeing](https://www.gov.uk/guidance/teaching-about-mental-wellbeing) (<https://www.gov.uk/guidance/teaching-about-mental-wellbeing>).**
5. We will provide pastoral and extra-curricular activities to all pupils designed to:
 - support the rebuilding of friendships and social engagement
 - address and equip pupils to respond to issues linked to coronavirus (COVID-19) support pupils with approaches to improving their physical and
 - mental wellbeing
6. We will provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible.
7. We will consider how we are working with school nursing services to support the health and wellbeing of their pupils; school nursing services have continued to offer support as pupils return to school – [school nurses as leaders of the healthy child programme](https://www.gov.uk/government/publications/healthy-childprogramme-0-to-19-health-visitor-and-school-nurse-commissioning) (<https://www.gov.uk/government/publications/healthy-childprogramme-0-to-19-health-visitor-and-school-nurse-commissioning>) can offer a [range of support including:](#)
support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues support for pupils with additional and complex health needs supporting vulnerable children and keeping children safe

Behaviour expectations

1. We have updated our behaviour policies with new rules/policies based on the Paul Dix approach. **(Add link to policy & one page profile)**
2. We will communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour.
3. **Risk assessments** will be completed (**and stored on CPOMS**) for any child who poses a risk
4. Preventative measures will be used by all staff (in line with the behaviour policy) to support any pupils who struggle to reengage in school or who are at risk of being absent. Some of which include:
 1. Meet and greet smile and hello by every member of staff on the gate and their classroom door they enter.
 2. Recognition boards and dojos used to celebrate positive behaviour.

3. Children to be taught by a consistent class teacher and TSA (where possible).
 4. Interventions will take place with small numbers of children to support their emotional need when required.
 5. Reduced time in school to ensure transition is successful from home to school.
 6. Emotional health curriculum to be delivered for first two weeks to support children's well-being – slowly increasing the cognitive load.
- Comfort given from a distance – at adult height. If a child is crying support and persuasion attempted and parent given a second opportunity to join the back of the line and attempt transfer again. If this is not successful child must be taken home by parent.

Review 1

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Remaining level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
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SECTION 4

AREA	Section 4: Assessment and accountability ELT			
Existing level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures	12. ASSESSMENT AND REPORTING			
Inspection <div>1. We will prepare for an Ofsted visit using our Ofsted readiness folder to discuss how we are managing the return to education of all our pupils. These will be collaborative discussions, taking into account the curriculum and remote education expectations set out in our plans, and will not result in a judgement.</div>				
Primary assessment <div>1. We will plan on the basis that statutory primary assessments will take place in summer 2021. This includes:<div><div>i. the year 4 multiplication tables check</div><div>ii. key stage 2 tests and teacher assessment</div><div>iii. statutory trialling</div></div></div>				
Accountability expectations Performance tables are suspended for the 2019 to 2020 academic year, and no school or college will be judged on data based on exams and assessments from 2020. Until the new data release is available, all those working with schools, including Ofsted and DfE regional teams, should refer to the 2019 data. The Department for Education will continue to use 2019 data as a starting point for any conversation about support for schools with Ofsted judgements below good. More information is set out at coronavirus (COVID-19): school and college accountability (https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-collegeperformance-measures/coronavirus-covid-19-school-and-college-accountability).				

Review 1

Remaining level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
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SECTION 5

AREA	Section 5: Contingency planning for outbreaks DEPUTIES			
Existing level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures	1. CONTINGENCY PLANNING			
Process in the event of local outbreaks				
1. If our local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. We will follow the guidance				
Contingency plans for outbreaks				
1. For individuals or groups of self-isolating pupils, we will ensure remote education plans are in place.				
2. In the event of a local outbreak, the <u>PHE</u> health protection team or local authority may advise us to close temporarily and we will have a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.				
Remote education support				
1. Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we will offer immediate remote education.				
2. We have a strong contingency plan in place for remote education provision by the end of September. 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.				
In developing these contingency plans, we will:				
<ul style="list-style-type: none">- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations give access to high quality remote education resources select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access- recognise that younger pupils and some pupils with <u>SEND</u> 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.				

- Engage with the gov.uk offer of providing laptops for those pupils who don't have them <https://www.gov.uk/guidance/get-laptops-and-tablets-for-children-who-cannot-attend-school-due-to-coronavirus-covid-19>

3. When teaching pupils remotely, we will:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects 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 provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos 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 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
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

4. We will consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support.

A range of resources to support schools in delivering remote education is available:

- curriculum maps for key subjects for year groups from Reception to year 9 will be published in July. They aim to provide support to schools in developing the ability to switch from classroom teaching to remote provision immediately in case of local lockdowns or self-isolation. A number of education resource providers intend to align their resources to these maps, to further support schools. These maps are designed as a support for schools and are entirely non-mandatory, for use at the discretion of the school.

DfE has produced a quality assured list of remote education resources(<https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources>) which are available to schools and parents for free over the summer term. Where pricing models have changed, schools may consider using some of their catch-up funding on remote resources in line with the access [to technology section of the EEF's COVID-19 support guide for schools](#)

(<https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/>)

- from that start of the autumn term, Oak National Academy will make available video lessons covering the entire national curriculum, available to any school for free. These are being developed in partnership with a wide group of teachers and school leaders to develop lessons in the popular topics. The resources will be as flexible as possible, allowing schools to reorder topics and lessons, to match their own plans and curriculum.

- Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Their provision for next academic year will include an expanded range of content for the specialist sector.

- government-funded access to one of two free-to-use digital education platforms: Google for Education or



Microsoft Office 365 Education. Schools can apply through The Key for School Leaders

(<https://covid19.thekeysupport.com/remote-learning/>). The Key also provides feature comparison and case studies on how schools are making the most of these platforms.

- a network of schools and colleges for help and support on effective use of tech for remote education that can be accessed through the [EdTech Demonstrator Programme \(https://edtech-demonstrator.lgfl.net/\)](https://edtech-demonstrator.lgfl.net/).
 - laptops, tablets and 4G wireless routers have been made available to local authorities and academy trusts to support vulnerable and disadvantaged children (specifically, care leavers, children and young people with a social worker, and disadvantaged year 10 pupils). Local authorities and academy trusts will continue to own and use these devices (including for catch up purposes) following pupils returning to school in the autumn term. They will be responsible for loaning them in the event that a school is required to close temporarily due to coronavirus (COVID-19). If required, the department will look to provide further device and connectivity support for disadvantaged pupils who would otherwise lack access during a school closure. These devices will be owned by the school.
 - In addition to 4G routers provided to local authorities and academy trusts, the Department for Education is working in partnership with BT to offer free access to BT WiFi hotspots for disadvantaged pupils. We are also working with the major telecommunications companies to expand this offer and provide access to free additional data to families who rely on a mobile internet connection while the response to coronavirus (COVID-19) requires pupils to learn from home and access social care services online. More [information on increasing internet access for vulnerable and disadvantaged children \(https://get-help-withtech.education.gov.uk/about-bt-wifi\)](https://get-help-withtech.education.gov.uk/about-bt-wifi) is available.
- Further support is available from:
- [The National Cyber Security Centre, on which video conference service is right for you \(https://www.ncsc.gov.uk/guidance/video-conferencing-services-security-guidance-organisations\)](https://www.ncsc.gov.uk/guidance/video-conferencing-services-security-guidance-organisations) and [using video conferencing services securely \(https://www.ncsc.gov.uk/guidance/video-conferencing-services-using-themsecurely\)](https://www.ncsc.gov.uk/guidance/video-conferencing-services-using-themsecurely).
 - [annex C of the guidance on Safeguarding and remote education during coronavirus \(COVID-19\) \(https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19\)](https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19), as well as [statutory guidance on online safety in Annex C of keeping children safe in education \(https://www.gov.uk/government/publications/keeping-children-safe-in-education--2\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2).

Review 1

Remaining level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
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Name of Manager	Signature of Manager	Date
Shirley Carrigan		15.07.2020
Shirley Carrigan		17.09.2020

Trust Board comments via Trust Board meeting	
Review Committee	
Review Committee	

Chair of Trustees	Signature of Chair	Date
Jane Gaffney		

Jane Gaffney		
Jane Gaffney		
Jane Gaffney		
Jane Gaffney		