

Risk Assessment for Kirkburton Middle School

V9 12.04.21

Public Health Advice to Minimise Risks for full school opening September 2020

Aspect:	Trust Wide actions/considerations – Schools should RAG these when in place	School specific actions – actions should be allocated and time stamped.	Who?	By When
<p>The system of controls: PREVENTION: STEPS TO TAKE</p>	<p>1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school</p> <p>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. Put in place a procedure for anyone becoming unwell.</p> <p>Procedure for anyone becoming unwell would be:</p> <ul style="list-style-type: none"> -use radio to alert the school office, first aider to collect from classroom pupil to be supervised in the corridor and taken to the isolation room by an adult wearing PPE. -contact made with family to arrange collection from school as soon as possible -family directed to ring 111 and book testing - signage on isolation room -window opened for ventilation - first aider to sit in hallway or outside if dry -signage to remain on door and room to remain locked until a deep clean has happened. - on site cleaner to be alerted by radio. Room and toilet cleaned as soon as pupil has left the premises <p>Parents will be warned that the school will be more vigilant than normal and they must support the school if asked to come and collect their child.</p>	<p>Publish procedures to parents/staff</p> <p>Publish procedures on new website – Coronavirus information page to be updated for new website</p> <p>Kirklees child isolation and flow chart for parents shared via the parent bulletin on 10/7. It was also sent out with the return to school letter on 17/7.</p> <p>Return to school letter 1/9 includes further guidance</p> <p>Run through procedure at INSET and display in key areas for staff</p> <p>It is anticipate guidance may change so regular reminders will be provided through fortnightly parent bulletin, staff bulletin/ briefing, pupil ‘assemblies’</p>	<p>Trust</p> <p>C Tyson</p> <p>Office</p> <p>CT</p> <p>CT</p> <p>CT/ SLT/ HOYS</p>	<p>August</p> <p>4.9.20</p> <p>17.7.20</p> <p>1.9.20</p> <p>7.9.20</p> <p>Ongoing</p>

<p>2) Ensure face coverings are used in recommended circumstances</p> <p>Government guidance recommends, in schools where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. In addition, they now also recommend in those schools, that face coverings should be worn in classrooms or during activities unless social distancing can be maintained.</p> <p>See policy statement for further details.</p> <p>3) Ensure everyone is advised to clean their hands thoroughly and more often than usual</p> <p>Build routines into the school culture and plan ways to promote handwashing with soap and water for at least 20 seconds across the school day, particularly:</p> <ul style="list-style-type: none"> ● After coming into school ● After sneezing or coughing ● Before and after handling or eating food ● After going to the toilet 	<p>All staff and pupils to be instructed to wear face coverings whenever inside the building. The only exception is where social distancing can be maintained</p> <p>Pupils trained in the safe wearing of face coverings including carrying a spare mask in case their mask becomes damp and the safe disposal of masks in a 'black bag' waste bin.</p> <p>School to carry additional stock of face coverings and plastic bags for safe storage.</p> <p>Face coverings to be supplied and washed centrally for all disadvantaged pupils. The 'usual' exemptions apply for those unable to wear face coverings.</p> <p>School day reviewed in order to support the wearing of masks for longer periods of time e.g. introduction of mask breaks</p> <p>Additional handwashing stations installed outside</p> <p>Ensure appropriate signage in all sink areas across the school</p> <p>Establish clear routines for when to wash hands and when to sanitise hand.</p> <p>Staggered start to school day and split lunch play to allow for handwashing.</p> <p>Train staff on routines</p> <p>Teach children how to wash hands</p>	<p>CT</p> <p>Tutors</p> <p>Trust</p> <p>AC</p> <p>SLT</p> <p>AC</p> <p>AC</p> <p>SLT</p> <p>CT</p> <p>Form tutors</p>	<p>2.03.21</p> <p>8.9.20</p> <p>1.9.20</p> <p>7.9.20</p> <p>1.3.21</p> <p>1.9.20</p> <p>1.9.20</p> <p>16.7.20</p> <p>7.9.20</p> <p>8.9.20</p>
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	<p>Ensure there are enough hand washing or hand sanitiser stations available</p> <p>Put in place supervision of hand sanitisers given risks around ingestion</p>	<p>Order additional stock 42 hand sanitiser stations installed around the school.</p> <p>Train staff on safe storage/use of hand sanitiser – ensure COSH protocols in place</p>	<p>Trust AC</p> <p>CT/AC</p>	<p>10.7.20 19.10.20</p> <p>7.9.20</p>
	<p>4) Ensure good respiratory hygiene for everyone by promoting the ‘catch it, bin it, kill it’ approach</p> <p>Promote the ‘catch it, bin it, kill it’ approach, e.g. by providing tissues, bins, posters</p>	<p>Train children on return</p> <p>Ensure full complement of appropriate bins</p> <p>Ensure appropriate signage around school</p>	<p>Form tutors AC</p> <p>AC</p>	<p>8.9.20 16.7.20 7.9.20</p>
	<p>5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products, such as detergents</p> <ul style="list-style-type: none"> • Read PHE’s COVID-19: cleaning of non-healthcare settings guidance • Define a new cleaning schedule that ensures cleaning is generally enhanced and includes more frequent cleaning of rooms / shared areas that are used by different groups, frequently touched surfaces being cleaned more often than normal • Implement a cleaning log to track cleaning frequency for bathrooms, classrooms and communal areas • Plan for the daily removal and safe disposal of rubbish • Schedule frequent cleaning of resources (e.g. books, toys) shared within groups • Schedule the isolation or cleaning of resources (e.g. books, toys) shared between groups 	<p>Develop clear plans/schedules of when common rooms/spaces are used to ensure cleaning between bubbles</p> <p>Additional cleaner on site throughout the day</p> <p>Centralise a ‘relief’ cleaner system to ensure coverage in the event of absence</p> <p>School staff to be trained in the requirements of cleaning frequently touched surfaces in order to support the cleaning team</p>	<p>AC & CT</p> <p>AC</p> <p>AC</p> <p>CT</p>	<p>4.9.20 31.8.20 31.8.20 7.9.20</p>

	<ul style="list-style-type: none"> Purchase additional standard cleaning equipment if needed 	<p>Curriculum leaders briefed on expectations around the use of shared resources. Plans in place at subject level to accommodate cleaning/ isolation of resources.</p> <p>Feedback policy clarifies expectations around marking books.</p> <p>Librarian to develop Covid safe plan for loaning and returning books</p> <p>Establish a clean desk policy to enable thorough daily clean.</p> <p>Ensure staff clean down all areas touched following classroom use</p> <p>Play equipment cleaned after each social time</p>	<p>Curric leads</p> <p>SKe</p> <p>HK</p> <p>SLT</p> <p>Staff</p> <p>PE staff / sports leaders</p>	<p>8.9.20</p> <p>7.9.20</p> <p>8.9.20</p> <p>14/11</p> <p>14/11</p> <p>12/4/21</p>
	<p>6) Consider how to minimise contact across the site and maintain social distancing wherever possible</p> <ul style="list-style-type: none"> Plan group sizes – partial closure will allow us to socially distance pupils in all classes Revise timetables to accommodate groups and minimise movement between classrooms, where possible Where needed, stagger start, break, lunch and finish times Cancel large gatherings, such as assemblies and staff meetings. 	<p>Create a visitor guide/protocol to ensure social distancing</p> <ul style="list-style-type: none"> Pupils in consistent bubbles all day. Bubble size maximum 90 pupils for all year groups Bubble sizes and pupil groupings will be constantly reviewed in order to maintain the best possible balance between effective curriculum delivery and site safety. 	<p>Trust</p> <p>CT, SLT, AC</p>	<p>7.9.20</p> <p>8.3.21</p>



	<ul style="list-style-type: none">• Where possible, plan ways to minimise contact around school estate between groups, e.g. separate entrance/exit gates or one-way systems• Divide playground to minimise mixing between groups• Plan arrangements for drop off/collection and communicate these to parents• Plan measures for lunchtimes, including:<ul style="list-style-type: none">○ Pupils to maintain social distancing in the dining hall at all times○ Reconfiguring dining spaces○ Communicating new arrangements to catering suppliers and lunchtime supervisors○ Pupils to sit with somebody from their class bubble at lunch	<ul style="list-style-type: none">• All extra-curricular activities undertaken in bubbles• Pupils stay in same classroom for most lessons.• Pupils have allocated seats in each classroom• School zoned into three year group areas in order to minimise mixing• Finish time slightly staggered.• Each bubble to have own play area . At lunchtime, only one bubble per play area will be outside at a time.• Staff to use external classroom doors wherever possible and move between rooms outside.• 2m markings and associated signed throughout the building. Floors marked to indicate movement through corridors• Assemblies to be conducted via Microsoft Teams• Staff meetings to be conducted remotely• Lunch to be taken in classrooms for those on sandwiches. As the weather improves we will look to eat outside wherever possible• School lunches served in the hall with pupils split into their bubbles. Bookings will be taken on a weekly basis to allow for consistent seating plans to be produced		
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	<p>7) Keeping occupied spaces well ventilated Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.</p>	<p>Windows to be kept open during lessons. Morning routine established to ensure all high windows are opened in the morning. Care taken to rotate the open windows where possible in order to ensure no pupils sat in a draft. Ventilation increased when spaces unoccupied e.g. classroom fire doors opened a break. Internal doors left open when rooms occupied but closed when empty or in the event of a fire alarm. Temperature of building to be monitored to ensure comfort levels are maintained. Pupils encouraged to wear additional layers underneath their uniform</p>	<p>CT</p> <p>CT</p> <p>CT</p> <p>CT/AC</p>	<p>4.9.20</p> <p>14/11</p> <p>4.9.20</p> <p>4.9.20</p> <p>4.9.20</p>

	<p>8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary</p> <p>Put in place a PPE policy that could include for example, the use of PPE where a pupil becomes ill with coronavirus symptoms while at school and where a pupil already has routine intimate care needs that involve the use of PPE.</p>	<p>PPE Policy needs to be in place and shared with staff</p> <p>Staff reminded of safe use of PPE during INSET day – particular focus on those likely to administer first aid.</p> <p>PPE kits available in key areas– first aid room, TC office, JJ office, bungalow</p> <p>Issue all staff with visors which can be worn in lessons and allow the wearing of facemasks where/when appropriate</p>	<p>Trust</p> <p>Trust / SLT</p>	<p>4.9.20</p> <p>4.9.20</p> <p>14/11</p>
	<p>9) Promote and engage in asymptomatic testing, where available</p> <p>Rapid testing remains a vital part of our plan to suppress this virus. Schools should follow the guidance set out for their settings.</p> <ul style="list-style-type: none"> All staff and year 7 and 8 pupils to be offered lateral flow tests on site between 8 – 19 March Home testing kits to be provided from 22 March onwards 	<p>Testing centre set up and staff trained</p> <p>Volunteers recruited and trained for full return to school</p> <p>Information letter, consent form and privacy notice sent to parents</p> <p>Staggered pupil return to school to allow for testing</p> <p>Home testing kits provided to staff and pupils with relevant information</p> <p>School to collect home testing results weekly via Microsoft Office form</p>	<p>DM/AC</p> <p>DM/SW</p> <p>DM/RB</p> <p>SLT</p> <p>DM/RB</p> <p>DM/RB</p>	<p>4.1.21</p> <p>4.3.21</p> <p>2.3.21</p> <p>8.3.21</p> <p>21.3.21</p> <p>21.3.21</p>
<p>The system of controls:</p> <p>RESPONSE TO INFECTION: STEPS TO TAKE</p>	<p>10) Promote and engage with the NHS Test and Trace process</p> <p>Put in place a procedure regarding the NHS Test and Trace process and how to contact your local Public Health England health protection team (this is likely to be part of the procedure outlined below)</p>	<p>Details of test and trace process shared with-</p> <ul style="list-style-type: none"> Staff Parents <p>School to work with Kirklees emergency planning and West Yorks HPT as necessary</p>	<p>Trust</p> <p>CT</p> <p>CT</p>	<p>4.9.20</p> <p>17.7.20</p> <p>As required</p>

	<p>Covid – 19 app</p> <p>School to commence routine lateral flow testing of staff, Y7 and 8 pupils and any pupil identified as a close contact in line with DfE expectations and guidance</p>	<p>All pupils have consistent seats which will support with contact tracing</p> <p>Staff encouraged to engage with app. Colleagues to pause app when in school as procedures in place in school for contact tracing.</p> <p>Separate risk assessment in place for this process</p>	<p>ALL staff</p> <p>DM</p>	<p>2.11.20</p> <p>11/1/21</p>
	<p>11) Manage confirmed cases of coronavirus (COVID-19) amongst the school community</p> <p>Put in place procedures to manage suspected/ confirmed cases</p> <p>Read process for dealing with symptomatic pupils</p> <p>Read procedure for dealing with a suspected outbreak</p> <p>Identify a room that symptomatic pupils will wait in until parents collect them, ideally with:</p> <ul style="list-style-type: none"> ● A door you can close ● A window for ventilation ● A separate bathroom (either attached to the room or nearby) <p>Plan staff training on the process for dealing with symptomatic pupils and ensure they are aware of the steps the school will take in the event of an outbreak</p>	<p>Develop a response plan to a confirmed case.</p> <p>Create an ‘information leaflet’ for staff/families of children who need to self-isolate with PHE guidance.</p> <p>Publish clear procedures for first aiders on dealing with suspected case including the need to wear PPE</p> <p>Train staff on how to deal with a suspected case</p> <ul style="list-style-type: none"> ● Bungalow identified as ‘isolation’ room. Separate to school building, ● large opening window, separate toilet, close to school gates. 	<p>Trust</p> <p>Trust</p> <p>Trust</p> <p>SLT</p>	<p>4.9.20</p> <p>4.9.20</p> <p>4.9.20</p> <p>7.9.20</p>

	<p>12) Contain any outbreak by following local health protection team advice</p> <ul style="list-style-type: none"> • Identify any specific PPE needs and ensure sufficient supply using local supply chains • All confirmed cases reported to the local authority emergency planning team • In the event of linked cases / potential outbreak, advice and guidance will be sought from Public Health England 	<p>Develop a strategy for reviewing PPE levels and ordering new stock</p> <ul style="list-style-type: none"> • PPE log created and stock levels monitored • LA form completed for all positive cases • School to liaise with DfE & PHE in the event of a significant rise in cases on site • External guidance from health professionals to be acted upon at all times 	RB	7.9.20
Risk assessments STEPS TO TAKE	<ul style="list-style-type: none"> • Complete health and safety risk assessments (refer to guidance on risk assessments is available in the Annex to the guidance) • Consult with staff and representatives • Consider the impact on staff and pupils who have particular protected characteristics, including race and disability, in developing your approach to reopening 	<p>Create Trust wide outline RA and share with schools</p> <p>Schools to complete RAs with leadership Teams</p> <p>Site visits to review RAs from Trust</p>	<p>NG</p> <p>CT & DM</p> <p>CT</p>	<p>9.7.20</p> <p>18.7.20</p> <p>1.9.20</p>

School Operations

<p>Transport</p>	<ul style="list-style-type: none"> Encourage parents and pupils to walk/cycle or drive to school rather than take public transport 	<p>Include transport guidance in letters to parents West Yorkshire Combined Authority information shared with parents via letter and Tweet Pupils socially distanced on buses wherever possible or sat in their bubbles Pupils allocated a consistent seat on the bus</p>	<p>Ske</p>	<p>16.7.20 27.08.20 8.9.20</p>
<p>STEPS TO TAKE</p>	<ul style="list-style-type: none"> Remind parents and pupils still using public transport that face coverings are mandatory for children 11 years+ Work with the local authority, other local schools and transport providers to consider adjusting start and finish times and/or staggered starts 	<p>Notify Bus company of any changes to start/end times and potential demand/clarify RAs for travel.</p> <ul style="list-style-type: none"> RA for travel requested from bus companies Stagger to start and end of school day 		<p>16.7.20 4.9.20</p>
	<ul style="list-style-type: none"> Work with home-to-school transport providers to determine appropriate protective measures to take on transport to align with your school's policies. Consider: <ul style="list-style-type: none"> how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school use of hand sanitiser upon boarding and/or disembarking additional cleaning of vehicles organised queuing and boarding where possible distancing within vehicles wherever possible 	<ul style="list-style-type: none"> Parent survey carried out to identify bus usage Most services buses are dedicated services Expectations communicated with parents Pupils to queue for buses and sit on buses in their bubbles. Face coverings to be worn by all pupils on the buses Pupils to wash hands/ sanitise before boarding buses at the end of the day. Parents asked to ensure the same happens in the morning 	<p>Ske CT SLT</p>	<p>15.7.20 17.7.20 8.9.20</p>

	<ul style="list-style-type: none"> ○ the use of face coverings for children over the age of 11, where appropriate, e.g. if they are likely to come into very close contact with people outside of their group or who they do not normally meet 	<ul style="list-style-type: none"> - Double bagged bins provided to dispose of face masks on entry to school - Instructions of safe removal and storage of reusable face coverings shared with families. 	AC	7/9/20
			CT	4/9/20
Attendance STEPS TO TAKE	<ul style="list-style-type: none"> • School attendance will be mandatory for all pupils from 8 March. The usual rules on school attendance apply, including: <ul style="list-style-type: none"> • parents’ duty to secure their child’s regular attendance at school (where the child is a registered pupil at school and they are of compulsory school age) • the ability to issue sanctions, including fixed penalty notices in line with local authorities’ codes of conduct As usual, you are responsible for recording attendance, following up absence and reporting children missing education to the local authority. 	<p>Letter to parents outlining attendance expectations on the full return to school</p> <p>Contact families where attendance has been an historic issue to talk about how the school can support during the return to school</p>	CT	1.03.21
	<ul style="list-style-type: none"> • Identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for supporting them during the return to school Consider using the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools’ pupil premium funding to put measures in place for those families who will need additional support to secure pupils’ regular engagement with remote learning 	<p>Pastoral team to lead on attendance strategy during the partial closure. Attendance a standing item on all pastoral meeting agendas. Approaches taken in response to issues identified. A proactive approach wherever possible.</p>	Pastoral team	3.3.21
			AM/ pastoral team to review current plans	From 8.3.21

	<ul style="list-style-type: none"> 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 <p>The advice for pupils who have been confirmed as clinically extremely vulnerable (CEV) is to shield and stay at home as much as possible until further notice. They are advised not to attend school while shielding advice applies nationally. Where vulnerable pupils are self-isolating, safeguarding checks and systems in place.</p>	<p>Clear multi agency approach to be implemented as and where needed.</p> <p>Pupils invited to attend school where engagement with remote learning becomes a concern.</p> <p>Letter to parents asking them to contact school if their child has been identified as CEV.</p> <p>Head of year to work with parents to put in place remote education plans</p> <p>DSL to contact social worker or parents. For SEND pupils, SENDCO to contact.</p> <p>HOY / SENDCO to maintain regular contact and ensure pupil is engaging with remote education</p>	<p>Pastoral team</p> <p>CT</p> <p>HOYs</p> <p>DSL/ SENDCO/ HOY</p>	<p>1.3.21</p> <p>1.3.21</p> <p>8.3.21</p> <p>8.3.21</p>
<p>Workforce STEPS TO TAKE</p>	<ul style="list-style-type: none"> The clinically extremely vulnerable list has resumed. People on this list will remain under the care of their doctor or specialist and will be advised not to return to work. Assess how many staff remain in this much smaller group and the impact on the workforce Assess how many staff may be at increased risk due to protected characteristics and disparities in outcomes. Ensure specific guidance for pregnant employees is followed. <p>Supply staff, peripatetic staff and coaches to attend in line with site risk assessment.</p>	<p>Extremely clinically vulnerable staff to work from home</p> <p>Create a new RA for vulnerable staff.</p> <p>New RA complete by all staff.</p> <p>All staff to complete self-declaration sheet</p> <p>Conversations to take place between pregnant staff and their line manager</p> <p>Workplace pregnancy risk assessment and Covid-19 risk assessment to be completed</p> <p>All visiting staff to complete a risk assessment every time they come on to site. Induction talk provided on their first visit.</p>	<p>CT</p> <p>DM</p> <p>DM</p> <p>Line managers</p> <p>RB</p>	<p>4.01.21</p> <p>5.01.21</p> <p>5.01.21</p> <p>4.1.21</p> <p>8.3.21</p>

Curriculum, behaviour and pastoral support

Curriculum	<p>You should ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the support needed to make good progress. The key principles that underpin our advice on curriculum planning are as follows:</p> <ul style="list-style-type: none"> • Education is not optional. All pupils receive a high-quality education that promotes their development and equips them with the knowledge and cultural capital they need to succeed in life. • The curriculum remains broad and ambitious. All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. 	Full curriculum offer in place including the use of some specialist rooms.	SLT	8.3.21
		Ongoing formative assessment used to identify gaps in knowledge and understanding.	Teachers	8.3.21
		Teachers to continuously modify their curriculum based on assessment outcomes and content missed.	Teachers	8.3.21
		Subject leaders to work with First Schools and the High School to make informed choices about curriculum coverage in relation to transition.	Subject leaders	8.3.21
		Continued whole school focus on creating a culture of reading.	SLT	8.3.21
		Ongoing whole school focus on the provision of high quality lessons as the most effective method for aiding catch-up	SLT	8.3.21
		Catch-up funding to be utilised in line with catch-up plan for those pupils most in need of support.	SLT	8.3.21
		Updated RSHE curriculum in place following parental consultation.	DJ	12.4.21
Music and dance lessons to be reviewed in light of new guidance and practical work prioritised wherever possible, and safe to do so, in order to cover missed content in the autumn and spring term.	SKE/ VJ	8.3.21		

		SENDCO to provide support and guidance in the most effective ways to support SEND pupils as they return to the classroom	RDo	8.3.21
Physical activity in schools	You have the flexibility to decide how physical education, sport and physical activity will be provided while following the measures in your system of controls. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups. You can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within your own system of controls.	PE lessons to resume from 8.3.21 with pupils grouped by gender to allow for the resumption of team sports – in line with guidance for safe provision of team sports Extra-curricular activities to resume in line with separate guidance	PE dept PE dept	8.3.21 8.3.21
Behaviour, discipline and wellbeing	Your policies should set clear, reasonable and proportionate expectations of pupil behaviour. Further information on behaviour and discipline in schools is available. Set out clearly the consequences for poor behaviour and deliberately breaking the rules. You should also set out how you will enforce those rules including any sanctions, especially for any restrictions on movement within school and new hygiene rules. Some pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers.	Covid-19 behaviour addendum reviewed and updated in light of the full return to school. Pupils reminded about the school behaviour expectations and the reasons for the Covid-19 additions Form tutors to use circle time to check in with pupils on their return to school. Where tutors have wellbeing concerns these should be referred to the HOY Pastoral team to make contact with those families where pupils may find the return to school difficult and put the necessary support in place Pastoral team to use the wellbeing education return programme and other support and resources to put systems in place to aid the smooth return to school for those pupils who need it	AM/ HOYs HOYs Tutors/HOY Pastoral team Pastoral team	1.3.21 5.3.21 8.3.21 1.3.21 1.3.21

Safeguarding	Schools must continue to have regard to the statutory safeguarding guidance keeping children safe in education. The designated safeguarding lead should continue to co-ordinate with children's social care, the local three safeguarding partners and other agencies and services to identify harm and ensure children are appropriately supported. They should speak to school nurses who have continued virtual support to pupils who have not been in school.	Trust safeguarding lead to review child protection policy to reflect the return of more pupils	GS	1.3.21
		Additional time to be given to DSL team wherever possible during the return to school	CT/ DM	1.3.21
Elective home education (EHE)	You should encourage parents to send their children to school, particularly those who are vulnerable.	All requests for EHE to go to the Headteacher. The pastoral team will then work with families to come up with the best solution.	CT/ pastoral team	8.3.21
		Where parents opt for EHE the local authority will be notified immediately	GS / AM	8.3.21

Contingency planning for outbreaks

Remote education STEPS TO TAKE	Schools affected by the Remote Education Temporary Continuity Direction are still required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around 46 coronavirus (COVID-19). This includes, for example, where such guidance means that a class, group or small number of pupils need to self-isolate or that clinically extremely vulnerable children are to shield. All such pupils not physically unwell should have access to remote education as soon as reasonably practicable, which may be the next school day.	Where pupils are unable to attend school due to shielding, their HOY will liaise with parents to produce a remote education plan	HOY	1.3.21
		Pupils who are absent due to self-isolating will be provided with remote education in line with the school policy. Full details of our remote education provision can be found on the school website.	SKe	8.3.21