


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

This is a model Covid-19 outbreak risk assessment and **MUST be adapted to reflect the significant hazards and control measures present in your site** to allow the safe return of pupils and staff to your school. This is a live document and it must be continuously reviewed alongside the latest Covid-19 government [Guidance for schools](#). It must also be read alongside existing risk assessments and health and safety arrangements for your school. Any change in advice and measures as a result of Devon county being designated as an Enhanced Response Area by central Government will be communicated separately direct to schools and will not be within this RA100 document.

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

If you need help to complete this risk assessment, please refer to HS47 (Risk Assessment Arrangements) or telephone the Devon Health & Safety Service on 01392 382027.

*If you would like support for confirmed cases of COVID-19 call the DfE Coronavirus helpline on 0800 046 8687, they will work with you to assess the risk and advice what actions to take. If necessary, the DfE helpline will escalate to the PHE SW Health Protection Team for further risk assessment. Please only call the PHE SW Health Protection Team if the DfE helpline advises you to do so. For further detail please see the latest PHE SW Health Protection Team 'Guidance for Childcare and Educational Settings in the Management of COVID-19' flowchart v.15 dated 25.08.21 (copy available from [NHS England and NHS Improvement South West website](#)). Please do report confirmed cases to Devon County Council using this [smart survey link](#). If you think that you may need to close your setting you should also email the school priority alert mailbox*

	<b>Establishment/Department:</b> Our Lady's Catholic Primary School	<b>Establishment Risk Assessment</b>	<b>RA100 V2.7</b>
	<b>Address:</b> Our Lady's Catholic Primary School, Chanters Hill, Barnstaple, Devon, EX32 8DN		
<b>Person(s)/Group at Risk</b> <b>Staff, Pupils, Visitors and Contractors</b>		<b>Date assessment completed:</b>  This document is to remain under constant review due to the fast-changing nature of DfE / Government guidance in response to the challenges posed by Covid-19.	
<p><b>This risk assessment explains the actions school leaders should take to minimise the risk of transmission of COVID-19 in their school Stage 4 Road Map September 2021. This includes public health advice, endorsed by Public Health England (PHE).</b></p> <p>This risk assessment is generic and outlines the <u>Baseline COVID-19</u> control measures. Also included is brief information on additional measures that may be recommended by DfE/PHE SW or DCC Public Health if settings meet the threshold for further public health actions (as defined in the <u>Contingency Framework</u> for Education and Childcare settings). Each school is responsible for reviewing and amending to ensure it is applicable to their setting and the latest government guidance <b>and <u>must consult with their staff regarding the risks and control measures being implemented.</u></b></p> <p>General guidance on completing risk assessments is available at arrangements note HS47. When conducting the risk assessment. it is important that the school adopts a considered collaborative approach in line with DfE Guidance.</p>		<b>Assessor(s):</b>	

Significant Hazard Section	Control measures in place	Optional: School's comments re. mitigations put in place
	<i>Additional measures or actions not included in this column below should be put in the assessor's recommendations at the end of this document</i>	
Keep occupied spaces well ventilated		

**Poorly ventilated spaces leading to risks of coronavirus spreading**  
**Ventilation to reduce transmission**

[Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak](#) and [CIBSE COVID-19 advice](#) provides more information. DfE is working with the Scientific Advisory Group for Emergencies (SAGE) and NHS England on a pilot project to measure CO2 levels in classrooms and exploring options to help improve ventilation in settings where needed.

- *Ventilation and AC systems working optimally.*
- *Heating is used as necessary to ensure comfort levels are maintained when the building is occupied.*
- *Keep windows open wide enough to provide some natural background ventilation and open internal doors to increase air flow.*
- *Open windows fully when rooms are unoccupied for longer periods to purge the air (e.g. lunch times and before and after school).*
- *Action taken to prevent occupants being exposed to draughts. For example, partially open high-level windows as oppose to low-level windows, close external doors and arrange the furniture if appropriate and possible.*
- *Use fans for good air circulation.*
- *Air conditioning systems that normally run with a recirculation mode set up to run on full outside air.*
- *Ventilation's system that removes and recirculates air to different rooms is turned off.*
- *Ventilation system remains on at all times, even when the building is unoccupied. The system is set to operate at lower ventilation rates during evenings and weekends.*
- *Occupants encouraged to wear additional, suitable indoor clothing. (If they have to wear coats, scarves and other outdoor clothing the room would be considered too cold and the above steps must be considered).*
- *Ensure staff meetings and insets are in rooms with suitable and sufficient ventilation*

*A robust risk assessment process should include the following:*

- *How is each room in the establishment being ventilated?*
- *How many people are going to be using the room – more people greater the risk*
- *What activities are being done in that room – lots of people talking, shouting, more risk*
- *CO2 monitors are only a tool to identify poorly ventilated areas – they are not to be used as a mechanism to 'measure safe thresholds' and to be used with the HSE suitability chart.*
- *Risk assessment video link [https://youtu.be/hkK\\_LZeUGXM](https://youtu.be/hkK_LZeUGXM)*

*It is advisable to use a thermometer to monitor temperatures where opening windows and doors is being used as a mechanism to aid ventilation. For more*

	information on suitable workplace temperatures see HSE: <a href="#">Guidance on temperature in the workplace</a>	
<b>Maintain appropriate cleaning regimes</b>		
You should put in place and maintain an appropriate cleaning schedule.	<ul style="list-style-type: none"> <li>• <i>Reduced clutter and removing difficult to clean items to make cleaning easier.</i></li> <li>• <i>Cleaning using standard cleaning products such as detergents and bleach, paying attention to all surfaces but especially ones that are touched frequently, such as door handles, light switches, work surfaces, remote controls and electronic devices.</i></li> <li>• <i>Surfaces that are frequently touched and by many people in common areas to be cleaned twice a day.</i></li> <li>• <i>Avoid sharing work equipment by allocating it on a personal basis or put cleaning regimes in place to clean between each user.</i></li> <li>• <i>Identify where you can reduce people touching surfaces, for example by leaving doors open (except fire doors) or providing contactless payment.</i></li> <li>• <i>Keep surfaces clear to make it easier to clean and reduce the likelihood of contaminating objects.</i></li> <li>• <i>Provide more bins and empty them more often.</i></li> <li>• <i>Toilets and communal areas to be cleaned regularly, with a process of recording – displaying cleaning schedules.</i></li> <li>• <i>Sanitising spray and paper towels to be provided in classrooms for use by members of staff. If using cloths – disposable or appropriate washing and drying process.</i></li> </ul> <p><i>Thorough cleaning of rooms at the end of the day. This should include regular cleaning of areas and equipment (for example, twice per day), with a particular focus on frequently touched surfaces.</i></p> <p><i>PHE has published guidance on the <a href="#">cleaning of non-healthcare settings</a></i></p>	
<b>Ensure good hygiene for everyone</b>		
<b>Hand &amp; Respiratory hygiene</b>	<p>Whilst DfE guidance removes the need for schools to use ‘bubbles’ PHE advice is if you can keep mixing to a minimum, it does reduce transmission along with:</p> <ul style="list-style-type: none"> <li>• COVID-19 posters/ signage displayed.</li> <li>• Frequent and thorough hand cleaning is regular practice.</li> </ul>	

- Pupils and staff to clean their hands when they arrive at school, when they return from breaks, when they change rooms and before and after eating.
- Sufficient handwashing facilities are available.
- Where there is no sink, hand sanitiser provided in classrooms.
- Skin friendly skin cleaning wipes used as an alternative to hand washing or sanitiser.
- Staff help is available for pupils who have trouble cleaning their hands independently (e.g. small children and pupils with complex needs).
- Use resources such as “e-bug” to teach effective hand hygiene etc.
- Adults and pupils are encouraged not to touch their mouth, eyes and nose.
- Adults and pupils encouraged to use a tissue to cough or sneeze and use bins for tissue waste (‘catch it, bin it, kill it’).
- Tissues to be provided.
- Bins for tissues provided and are emptied throughout the day.

#### **Respiratory hygiene**

The ‘catch it, bin it, kill it’ approach continues to be very important.

The [e-Bug COVID-19 website](#) contains free resources for you, including materials to encourage good hand and respiratory hygiene.

N.B. please note that face covering guidance has changed due to Devon becoming an ‘Enhanced Response Area’, the following points describe the situation outside of ERA status.

- Although from Step 4, face coverings will no longer be advised for pupils, staff and visitors, persons choosing to wear face coverings as a precaution will not be deterred when outside the classroom.
- Where staff are in crowded spaces, face masks may be recommended (but not required).

There are good hygiene measures that can be used in:

<https://www.england.nhs.uk/south/wp-content/uploads/sites/6/2021/08/spotty-book-2021.pdf>

<https://www.england.nhs.uk/south/info-professional/public-health/infection-winter/schools-and-nurseries-guidance/>

DCC Health and Safety Arrangements: - Infection Control HS26

<p><b>Conditions for use of fluid resistant face mask and other equipment when dealing with a symptomatic child are clear and understood by staff.</b></p>	<p>If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home a face mask should be worn by the supervising adult if a distance of 2 meters cannot be maintained.</p> <p>If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn. Ensuring that fluid resistant face masks are available for all schools and that a supply is maintained.</p> <p><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a></p>	
<p><b>Staff use of PPE</b></p>	<p>Pupils whose care routinely already involves the use of PPE due to their intimate care needs will continue to receive their care in the same way. Follow guidance</p> <p><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a></p>	
<p><b>Staff related issues</b></p>		
<p><b>Accessing testing arrangements for all staff</b></p>	<p>Guidance on the new asymptomatic testing programmes taking place in schools are on a shared document platform hosted by DfE, including FAQ, webinars and step-by-step 'how to guides.</p> <p><b>For secondary schools</b> - <a href="#">Resources - Google Drive</a>.</p> <p><b>For primary schools</b> - <a href="#">Primary Schools Document Sharing Platform - Google Drive</a>.</p>	
<p><b>Symptoms</b></p>	<p>Deliver <b>strong messaging</b> about signs and symptoms of Covid-19, isolation advice and testing to support prompt isolation of suspected cases</p>	
<p><b>Vaccination</b></p>	<p>Encourage <b>vaccination</b> uptake for staff</p>	
<p><b>Dealing with confirmed case/ cases and outbreak.</b></p>	<p><b>Case (possible vs confirmed case)</b></p> <p>Possible: anyone with either a high temperature, a new, continuous cough or a loss of, or change to, your sense of smell or taste (and awaiting a test)</p> <p>Confirmed: PCR or LFD test positive case of COVID-19 with or without symptoms.</p>	

<p><b>Close Contact requirements</b></p>	<p>Individuals identified as close contacts are not required to self-isolate if any of the following apply:</p> <ul style="list-style-type: none"> <li>• they are <b>fully vaccinated</b> (e.g. at least 2 weeks after second dose)</li> <li>• they are below the age of <b>18 years and 6 months</b></li> <li>• they have taken part in or are currently part of an approved COVID-19 vaccine trial</li> <li>• they are not able to get vaccinated for medical reasons</li> </ul> <p>Close contacts who are not required to isolate will be advised to:</p> <ul style="list-style-type: none"> <li>• take a <b>PCR</b> test (do not need to isolate whilst awaiting result but will need to isolate as a case if positive)</li> <li>• <b>limit close contact</b> with others outside their household</li> <li>• wear a <b>face covering</b> in enclosed spaces</li> <li>• limit contact with <b>clinically extremely vulnerable</b></li> <li>• participate in twice weekly <b>LFD</b> testing if eligible</li> </ul>	
<p>Cases -staff</p>	<p>For all cases relating to staff, please also see the guidance for workplaces: For cases in staff, settings should call the Self-Isolation Service Hub on 020 3743 6715 as soon as they are aware. Employers will need to provide the 8-digit NHS Test and Trace account ID of the person who tested positive, alongside the names of co-workers identified as close contacts to ensure they are registered with NHS Test and Trace and receive the necessary public health advice.</p>	
<p>Cases- pupils</p>	<p>Children who are unwell should <b>not</b> attend the setting and should remain at home until their acute symptoms resolve (+24 hours for a fever).</p> <ul style="list-style-type: none"> <li>• <b>IF</b> these symptoms develop into cough, temperature, changes to taste and smell, should isolate and test.</li> <li>• <b>IF</b> test negative to COVID-19, still need to remain at home until at least 24 fever free and acute symptoms resolved.</li> </ul>	








	<p><b>Parents and settings should not try and ‘second guess’ diagnosis – if have the key symptoms, isolate and test.</b></p> <p><i>Examples of acute symptoms with which children should not attend school/nursery include fever, muscle aches, hacking cough.</i></p> <p>Follow public health advice on managing confirmed cases of COVID-19 see <a href="https://www.gov.uk/guidance/schools-covid-19-operational-guidance">Schools COVID-19 operational guidance - GOV.UK (www.gov.uk)</a></p> <ul style="list-style-type: none"> <li>• Ensure the case isolates for 10 days</li> <li>• Household of the case isolates for 10 days (unless fully vaccinated or aged under 18 years and 6 months)</li> <li>• If positive case came from an LFD test, case should take a confirmatory PCR test within 48hrs of the LFD</li> <li>• Following a pupil PCR positive NHS Test and Trace will speak to the case (or parent/carer) to identify close contacts and advice on isolation as required and to get a PCR test</li> <li>• Staff and pupils who do not need to isolate should continue to attend school as normal</li> <li>• Clean and disinfect rooms the case was in, using appropriate PPE</li> <li>• Case and any isolating contacts can return once isolation period is completed, as long as they are well</li> </ul> <p><b>Escalation criteria:</b></p> <p>If you have any infection control concerns or questions call the DfE Coronavirus helpline on 0800 046 8687 for advice. If your setting meets the following thresholds for extra action (outlined in the Contingency Framework), the DfE helpline will escalate to the SW PHE Health Protection Team when a risk assessment is required. DCC Public Health Team can also assist.</p>	
Case Thresholds	<p><b><u>For most education and childcare settings:</u></b></p> <ul style="list-style-type: none"> <li>• 5 children, pupils, students or staff, <u>who are likely to have mixed closely</u>, test positive for COVID-19 within a 10-day period.</li> <li>• 10% of children, pupils, students or staff <u>who are likely to have mixed closely</u> test positive for COVID-19 within a 10-day period.</li> <li>• There are any admissions to hospital for COVID-19.</li> <li>• You are having problems implementing the control measures <b>OR</b> you have applied the control measures and are still seeing a significant rise in cases.</li> </ul> <p><b><u>For special schools, residential settings, and settings that operate with 20 or fewer children, pupils, students and staff at any one time:</u></b></p>	



	<ul style="list-style-type: none"> <li>• 2 children, pupils, students and staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period.</li> </ul>	
<p>Contingency framework and outbreak control measures</p>	<p>Schools are required to update their contingency plan (or outbreak management plan) and describe how they will respond if children, pupils, or staff test positive for COVID-19, how they will operate if they are advised to reintroduce any measures to help break chains of transmission. Such measures should be considered in addition to the day-to-day control measures being implemented by schools, PHE SW Health Protection Team have defined 4 levels:</p> <p><b>Baseline measures which settings should have in place at all times:</b></p> <ul style="list-style-type: none"> <li>• Pupils in secondary schools and colleges should be tested twice on site at an Asymptomatic Testing Site upon their return in the Autumn Term (3-5 days apart). Following this, staff and students in secondary schools and colleges, and staff in primary schools should test themselves using LFDs twice a week using home test kits until the end of September when this is reviewed. Early years and wrap around childcare staff should continue to test twice weekly as they have done during the summer. Twice weekly testing for staff and students in HE settings will continue until the end of September</li> <li>• Follow and promote public health guidance on testing, self-isolation and managing confirmed cases of COVID-19</li> <li>• Setting based contact tracing of staff cases and staff contacts to be reported to the Self-Isolation Hub (020 3743 6715)</li> <li>• Continue good hygiene measures, maintain appropriate cleaning regimes, keep occupied spaces well ventilated</li> <li>• Appropriate use of PPE</li> <li>• Continue strong messaging about signs and symptoms of COVID-19, isolation advice and testing</li> <li>• Encourage vaccination uptake for eligible staff and students</li> </ul> <p><b>Additional outbreak control measures –</b> If the threshold for extra action (set out in the Contingency Framework) is met, additional outbreak measures may be considered that are appropriate and proportionate to your school. These can be <b>implemented by the school without additional support/approval:</b></p> <ul style="list-style-type: none"> <li>• Providing a ‘warn and inform’ letter to parents</li> <li>• Strengthening communications to encourage testing (staff and secondary aged pupils only)</li> <li>• Consider moving activities outside (including exercise, assemblies and classes)</li> </ul>	

	<ul style="list-style-type: none"> <li>• Further improvement of ventilation indoors, one-off enhanced cleaning (focus on touch points and shared equipment)</li> <li>• Reviewing and reinforcing hygiene measures</li> </ul> <p><b>Enhanced</b> or Exceptional outbreak control measures - can be recommended following an Incident Management Team (IMT) or Outbreak Control Team meeting (OCT) and risk assessment undertaken with the Local Authority (or Health Protection Team (HPT)*).</p> <p><b>Note:</b> additional measures may also be advised by a Director of Public Health across an entire area if an Enhanced Response Package (ERA) is in place (your LA will communicate this to you)</p> <p>Contingency framework: education and childcare settings  <a href="#">Actions for schools during the coronavirus outbreak</a></p>	
<b>Pupil /staff related issues</b>		
Vulnerable groups who are clinically, extremely vulnerable.	<p><i>All CEV children and young people should attend their education setting unless they are one of the very small number of children and young people under paediatric or other specialist care who have been advised by their GP or clinician not to attend. Further information is available in the guidance on <a href="#">supporting pupils at school with medical conditions</a>.</i></p> <p><i>Whilst attendance is mandatory, we recommend that leaders in education work collaboratively with families to reassure them and to help their child return to their everyday activities. Discussions should have a collaborative approach, focusing on the welfare of the child or young person and responding to the concerns of the parent, carer or young person</i></p> <p><a href="#">FAQ</a></p>	
Assessment of all staff, including high risk staff with vulnerable / shielding family member, underlying health conditions or other risk factors	<p><i>A risk assessment should be undertaken with clinically extremely vulnerable and clinically vulnerable. A risk assessment should also be undertaken (or reviewed/updated if one was previously undertaken) with staff who may be anxious about returning to school and/or due to the increased numbers. The 'Risk assessment for all staff including vulnerable groups' can be used to aid</i></p>	

	<p>and record this assessment -  <a href="https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyILupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy">https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyILupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy</a></p>	
Pregnant staff	<p><a href="https://www.gov.uk">Coronavirus (COVID-19): advice for pregnant employees - GOV.UK (www.gov.uk)</a></p> <p>- should have a risk assessment in place: <a href="https://www.rcog.org.uk">Coronavirus (COVID-19) infection and pregnancy (rcog.org.uk)</a> can support risk assessment.</p> <p>- a more precautionary approach advised for those &gt;28 weeks pregnant or for individuals with underlying health conditions that place them at greater risk.</p>	
<b>Transport</b>		
<b>Travel and quarantine</b>	<p>Where pupils travel from abroad to attend a boarding school, you will need to explain the rules to pupils and their parents before they travel to the UK. All pupils travelling to England must adhere to <a href="#">travel legislation</a>, details of which are set out in <a href="#">government travel advice</a>. Additional guidance has been issued on the <a href="#">quarantine arrangements for boarding school pupils travelling from red-list countries to attend a boarding school in England</a>.</p>	
<b>Transport to/from school</b>	<p>Following discussions with colleagues at Public Health Devon and the Department for Education, and with the aim of minimising disruption to education in the Autumn term, we are asking that students aged 11 and over <b>continue to wear face coverings when travelling on school transport until further notice.</b></p> <p>We recognise that some medical conditions or additional needs may make this not possible - exemption passes are available - please contact the school directly who will be able to issue these. We would also ask that:</p> <ul style="list-style-type: none"> <li>• Students should wash/clean their hands before boarding home to school transport, and when arriving at school or home.</li> <li>• Students should respect the driver's personal space and hold back from entering the vehicle until the driver has indicated it is safe to do so, they should then board one by one in an orderly manner.</li> </ul> <p>It is still recommended that face coverings are worn by all passengers, unless exempt (<a href="https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-forpassengers#face-coverings">www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-forpassengers#face-coverings</a>)</p>	

<b>Curriculum considerations</b>		
<b>Educational visits</b>	<p>You should undertake full and thorough risk assessments in relation to all educational visits and ensure that any public health advice, such as hygiene and ventilation requirements, is included as part of that risk assessment.</p> <p><a href="#">General guidance</a> about educational visits is available and is supported by specialist advice from the <a href="#">Outdoor Education Advisory Panel (OEAP)</a>.</p>	
<b>Resources</b>		
	<p><b>DfE daily email- <a href="#">DfE - COVID daily email subscription service (office.com)</a></b></p> <p><b>Posters and promotional material - <a href="https://coronavirusresources.phe.gov.uk/back-to-school/resources/">https://coronavirusresources.phe.gov.uk/back-to-school/resources/</a></b></p> <p><b>NHS resources and videos</b></p> <ul style="list-style-type: none"> <li> <a href="#">Handwashing for teachers</a></li> <li> <a href="#">Handwashing for children</a></li> <li> <a href="#">Coronavirus factsheet for kids</a></li> <li> <a href="#">PPE Donning and Doffing advice</a></li> </ul> <p><b>Other resources and videos</b></p> <ul style="list-style-type: none"> <li> <a href="#">COVID-19: the facts   Scouts</a></li> <li> <b>eBug</b> <a href="https://e-bug.eu/">https://e-bug.eu/</a></li> <li> <b>PHE webcast - <a href="#">Breaking the chain of infection</a></b></li> </ul>	
<b>Oversight of the governing body</b>		
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements	<p>The governing body continues to meet regularly via online platforms. The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. The Headteacher's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19.</p> <p>Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</p>	

	<i>Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.</i>	
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**Plymouth CAST  
School Opening Action Plan**

Below is a detailed action plan for the full return of pupils from September 2021. All members of staff have a duty to carry out the actions below to ensure we manage the risk involved, by making all reasonable adjustments. This document will be reviewed weekly but staff are encouraged to alert SLT immediately of any concerns they have with any of the below or any suggestions of how we can improve our systems.

Other policies that relate to this document include:

- Safe-guarding policy plus recent update
- Behaviour Policy and updates
- Teacher standards
- CAST code of conduct
- E safety

	Theme	Action	Implications/Actions/Comments	By Whom?
1	Resource Management	Identify staff who can't return to school at this point (i.e those who are unwell/self-isolating; those who are extremely clinically vulnerable or those who are clinically vulnerable or living with someone who is extremely clinically vulnerable and stringent social distancing cannot be adhered to on site)	<ul style="list-style-type: none"> <li>● All staff available under current shielding advice.</li> <li>● Staffing levels continuously reviewed</li> <li>● RM to alert HR if there are any such concerns and formulate a plan.</li> </ul>	HT/SLT
2		For staff who are absent for reasons other than being unwell, identify how they can work from home i.e. supporting remote learning etc	<ul style="list-style-type: none"> <li>● N/A at this stage.</li> </ul>	HT/SLT

3		<p>Ensure appropriate SLT availability          Agree contingency plans if leaders become unavailable i.e support from nearby CAST school; ESM etc</p>	<ul style="list-style-type: none"> <li>• ESM support, Cluster Support</li> <li>• SLT in school all-day every day.</li> <li>• In the absence of SLT Neil Maslen to be contacted.</li> </ul>	HT/SLT/ESM
4		<p>Ensure appropriate levels of first aid cover including Paediatric First Aid – where necessary undertake risk assessment for EYFS children to identify individual need and control measures etc.          Identify contingency measures for if a member of staff becomes unavailable.</p>	<ul style="list-style-type: none"> <li>• School is well –placed with the number of first Aid trained staff it has available.</li> <li>• 9 Pre-school staff, 3 ks1 staff paediatric first aid qualification.</li> <li>• 9 Support staff hold Emergency First Aid at Work qualification</li> <li>• 2 office staff first aid at work qualified.</li> </ul>	HT/SLT
5		<p>Identify likely numbers of children returning for each required year group.          Identify classrooms required          Identify number of suitable rooms available          Identify staffing resource required          Identify likely staffing resource available</p>	<ul style="list-style-type: none"> <li>• All classes will be needed</li> <li>• Planning for a 100% return of pupils on 3rd September</li> </ul> <p>BBs:          R: 29          Y1: 28          Y2: 30          Y3: 32          Y4: 32          Y5: 31          Y6: 32</p> <p>Satellite office to be used in first instance for isolation and then other rooms as and when needed. – Oak room and RR room.</p> <ul style="list-style-type: none"> <li>• <del>Tables organised in rows, children sitting side by side facing the board:</del></li> <li>• <del>Tape off area of 2m at front from teacher to teach from:</del></li> <li>• Staffing levels needed - 1 teacher and 1 TA per class - this is available at the current time.</li> </ul>	

6		<p>Agree what returning support is required for vulnerable/disadvantaged children, and put in place provision for children with SEND in conjunction with families, LA and other agencies as appropriate</p>	<ul style="list-style-type: none"> <li>● <del>ALL 1:1 TAs are available from Sept 3rd – working in the classroom – to avoid using small breakout rooms where social distancing will be difficult to maintain.</del></li> <li>● <del>THRIVE interventions can be run outside weather dependent or in the staff room.</del></li> <li>● <del>All TAs and teachers maintain 2m when interacting with the children. Children with a 1:1 to sit on the end of table with TA at the opposite end.</del></li> <li>● <del>EYFS – small cluster within the bubble with agreed staff.</del></li> <li>● <del>Eve to continue with timetables for TAFS and EHCP reviews – we have managed to stay on track with this through virtual meetings throughout the summer term.</del></li> <li>● Meetings to be held on Google Meet/Zoom where possible</li> <li>● <del>ED to prepare return to school resources for autistic children to be shred before a return to school</del></li> <li>● <del>Use a phased return as appropriate (KT and MT in Y5) – individual MyPlans/behaviour plans to be updated – removal of safe holding.</del></li> <li>● <del>Liaise with 0-25 if we have significant concerns of being able to meet the EHCP of a child under current restrictions.</del></li> <li>● <del>90% of vulnerable children identified have been in school during lockdown thus we hope there will not be a difficult transition for these children.</del></li> </ul>	HT/SLT/LA
7		<p>Identify approach that will be required with the likely numbers of children; available classrooms, and likely availability of staffing resource identified above i.e limited year groups, year groups on rota etc</p>	<ul style="list-style-type: none"> <li>● Return to normal classes with identified teachers and support staff.</li> <li>● <del>Remove some furniture into unused break out rooms to allow for space to move around.</del></li> <li>● <del>P.E outside in cohorts – outside where possible.</del></li> <li>● <del>Stagger start times. Some children front/back. See end of document for more detail.</del></li> </ul>	HT/SLT



			<ul style="list-style-type: none"> <li>● Nursery hours 8.45-2.45— opportunity for staff to clean-down resources at the end of the day</li> <li>● Staggered break times— 1 named MTA per cohort. See bottom of sheet.</li> <li>● Start times/school entrances:</li> </ul> <p>—————</p> <p><del>BBs— 08.45— 2.45— BBS entrance</del></p> <p><del>R— 08.55— 3.10— hall fire escape</del></p> <p><del>Y1— 08.50— 3.05— side gate</del></p> <p><del>Y2— 09.00— 3.15— side gate</del></p> <p><del>Y3— 09.00— 3.15 front— gate/reception entrance</del></p> <p><del>Y4— 09.00— 3.15— front— gate/perimeter path</del></p> <p><del>Y5— 08.45— 3.05— front— gate/perimeter path— fire escape</del></p> <p><del>Y6— 08.45— 3.05— front— gate/reception entrance</del></p> <ul style="list-style-type: none"> <li>● All entrances to be staffed by class teacher, a TA with SLT floating</li> <li>● Parents encouraged not to enter the school building - children to be met by teacher/TA</li> <li>● Parent/child friendly action plan to be sent to all parents on September 6th outlining the above.</li> </ul>	
8		Identify likely numbers of vulnerable and key workers' children Plan how these will be accommodated alongside returning year groups Identify room and staff requirements	<ul style="list-style-type: none"> <li>● Key workers and vulnerable children list to be kept in the event of a localised 'lock-down'—</li> </ul>	HT/SLT
9		Decide whether before and after school care club facilities will operate. If they will, plan for operation in line with	<ul style="list-style-type: none"> <li>● Breakfast club and after school club to start on Monday 8th March</li> <li>● Children to bring in their own snacks for breakfast/after school club</li> </ul>	HT/SLT

		Coronavirus (COVID-19): implementing protective measures...	<ul style="list-style-type: none"> <li>● To be run in the hall to allow for more spacing and better ventilation</li> <li>● Bubble stations to be used to ensure that children from different class bubbles do not mix.</li> <li>● Children wash hands when arriving at breakfast club and when leaving for class.</li> <li>● <del>Indoor activities must be done in year group bubbles</del> outdoor activities can allow for social distant games.</li> <li>● Each station has their own equipment to use (pens, pencils, colouring, puzzle books, chrome books, games etc)</li> <li>● Outside area to be used in an after-school club.</li> <li>● Equipment to be cleaned between each session.</li> <li>● Disabled toilet outside the school hall to be the designated toilet for these clubs.</li> <li>● Children can access clubs through the hall door. Children to be met at the door - parents not allowed inside the building.</li> <li>● TAs escort children to and from the hall to the classrooms at the beginning and end of the day.</li> </ul>	
10		Decide what elements of home-learning will be able to be maintained with large numbers of children returning to school	<ul style="list-style-type: none"> <li>● <del>Due to an anticipated full return in March, home learning will return to a homework format as used pre-lockdown.</del></li> <li>● <del>IXL to be used for small chunk nightly homework alongside usual reading expectation and project work.</del></li> <li>● Teachers will set home learning via google classroom and on the school website.</li> <li>● Teachers will be communicating with children via dojo and/or google classrooms</li> </ul>	HT/SLT
11		Plan for how families will be supported with home learning under the new arrangements		HT/SLT
12		Ensure that staff are deployed so that no one is planning and delivering		HT/SLT

		learning within school AND managing home-learning at the same time	<ul style="list-style-type: none"> <li>• Work set will follow directly from class learning up until the point of isolation.</li> <li>• It will be set daily to ensure that it is reactive to what the children have done the day before (this is different to current work where it is set online.)</li> <li>• Paper based learning will be available from the school for collection or can be sent home with siblings.</li> <li>• The following platforms will be used by the teachers to support learning: <ol style="list-style-type: none"> <li>1. BBC Bitesize</li> <li>2. White Rose Maths Website</li> <li>3. Oak Academy</li> <li>4. Time Tables Rockstars</li> <li>5. IXL learning</li> </ol> </li> <li>• See Remote learning Strategy on school website</li> </ul>	
13		Agree staff workload expectations, including that of leaders	<ul style="list-style-type: none"> <li>• <del>Individual subject leads to present expectations to teachers in the w/b 1.3.21</del></li> <li>• <del>Removal of the expectations for setting home-learning and regular contact with pupils not attending school.</del></li> <li>• <del>Aligning planning for Maths with White Rose should reduce some of the workload.</del></li> <li>• <del>AR reading assessments – no need for the teacher to mark or upload results.</del></li> <li>• <del>Introduction of IXL to ensure effective and efficient setting of homework. CAST to provide training in autumn term.</del></li> <li>• <del>School to move to NMM for writing – training to be delivered in the autumn term.</del></li> </ul>	HT/SLT
14		Agree any flexible working arrangements needed to support any changes to usual work patterns i.e	<ul style="list-style-type: none"> <li>• <del>Not applicable – all staff, where possible, to work their usual hours – exception of after school and breakfast club at this stage.</del></li> </ul>	HT/SLT

		staggered start and end times, rotas etc	<ul style="list-style-type: none"> <li>Any lunch cover in the short term to be claimed by TAs monthly.</li> <li>Staggered start times within the majority of staff working hours.</li> <li>SLT to cover any early starters/late finishers as required.</li> </ul>	
15		Put in place measures to check on staff wellbeing Ensure all staff have staff wellbeing service details Zurich Municipal 0117 934 2121 And Education Support Charity: 08000 562 561	<ul style="list-style-type: none"> <li>CW to offer an opportunity for support – SENDCO to communicate.</li> <li>Weekly staff meetings- well-being first item on the agenda.</li> <li>GH New well-being Governor to offer supervision for staff</li> <li>Ongoing dialogue with staff; specific discussions with clinically vulnerable staff.</li> <li>Weekly conversations with staff self-isolating/shielding to ensure they still feel involved and part of the team.</li> </ul>	HT/SLT
16		ESM to put measures in place to check on Headteacher wellbeing	<ul style="list-style-type: none"> <li>Weekly phone call/zoom Meeting.</li> <li>Weekly cluster meeting.</li> <li>Additional support if required.</li> </ul>	ESM
17		Discuss plans with ESM	<ul style="list-style-type: none"> <li>On-going dialogue ESM.</li> <li>Send reviews weekly.</li> </ul>	ESM
18	Communication	Communicate arrangements; expectations; control measures etc to all staff Distribute Trust Coronavirus Policy Distribute revised Staff Code of Conduct if dress code is being changes to enable frequent washing of clothes etc	<ul style="list-style-type: none"> <li>Action plan to be shared with all staff on 5th March</li> <li>SLT meeting on Friday 5th March to go through the Action Plan – walkthrough of key actions.</li> <li>Parent action plan to be shared on Wednesday 3rd March via parentmail and paper copies made available for collection in the porch.</li> <li>Parents to be advised of any changes to RA and subsequent procedures in school.</li> <li>Teachers alert staff where pupils have had to be reminded to be compliant with the rules and routines.</li> </ul>	HT/SLT

			<ul style="list-style-type: none"> <li>● <del>RM to visit all classes on Monday 8th March to welcome them back and explain and remind them of the key rules/routines.</del></li> <li>● Share any CAST updated policies as and when circulated to schools.</li> <li>● RA to be the 2nd agenda point at all staff meetings.</li> <li>● Regular email reminders to be sent out to staff with development points from the action plan.</li> <li>● SLT to communicate with staff where they feel there is a need to tighten up in certain areas.</li> <li>● <del>Add Extra signage to higher risk areas – Staff room/admin office/heads office – (5/3/21).</del></li> <li>● Encourage staff to support each other in maintaining the covid procedures - promote a culture of open support to remember key actions (Mask wearing in communal areas, social distancing, hand washing, wiping down tables).</li> </ul>	
20		Decide on remote staff briefings prior to return; socially distanced briefing in school hall on morning 1 etc	<ul style="list-style-type: none"> <li>● <del>Continue with staff INSET in the hall – possible moving to outside as we move through Spring.</del></li> <li>● Staff who are self-isolating can attend via Google Meet.</li> </ul>	HT/SLT
21		Plan content, timing and mode of communication with parents and pupils: Attendance expectations; Drop-off/collection arrangements; Lunch arrangements; Protective measures i.e. class sizes, social distancing etc; Personal hygiene reminders Arrangements for contacting school, reporting absence etc	<ul style="list-style-type: none"> <li>● Continue with regular letters, specifically when changes are due to take place.</li> <li>● <del>School office to contact parents via phone who have previously shown a reluctance to the children coming back.</del></li> <li>● SLT to speak to parents who are reluctant to send children back - develop transition plans where necessary.</li> <li>● Daily contact with staff to keep them updated on plans and how they are being developed/alterred.</li> </ul>	HT/SLT

		How to register for Free School Meals Revisions to behaviour policy to reflect new rules and routines to reduce risk in school.	<ul style="list-style-type: none"> <li>Admin to send out letters to parents to identify any families whose situation may have changed and they are now entitled for FSM.</li> <li>Support families in registering.</li> <li><del>MW to register children on the Eden Red scheme for the Easter food vouchers.</del></li> <li>Regular updates as and when needed.</li> </ul>	
22	Safeguarding	Ensure that all staff are familiar with school Safeguarding and associated policies.	<ul style="list-style-type: none"> <li>Safeguarding the first agenda point at all meetings.</li> <li><del>All staff complete the SSS course on Mental health and Well being by Friday 3rd March.</del></li> <li>RM to send out any updates to safeguarding policies.</li> </ul>	HT/SLT
23		Ensure that appropriate DSL and deputy DSL cover is available	<ul style="list-style-type: none"> <li>Current staffing levels mean there will always be a DSL or deputy on the premises.</li> <li>From February 2021 - Eve Daunton now the DSL at OLCS. RM, DC and CJ DDSLs.</li> </ul>	HT/SLT
24		DSL/DDSLS to discuss class with each teacher and identify and address any concerns.	<ul style="list-style-type: none"> <li>Continued good practice.</li> <li>RM to remind TAs of protocol on raising concerns.</li> </ul>	HT/SLT
24		Identify and agree any safeguarding provision needed to support returning children	<ul style="list-style-type: none"> <li>Liaise daily with teachers and SENDCO</li> <li>Remind teachers of the importance of regular communication with parents through class dojo to liaise over concerns</li> <li>Parents evening for Autumn term to discuss how children have settled back into school - remote meetings only.</li> </ul>	HT/SLT
25		Update CPOMs as required, and make any necessary LA referrals	<ul style="list-style-type: none"> <li>Continue good practice - RM to remind all staff of expectations.</li> <li>Remove staff leaving/add new.</li> </ul>	HT/SLT
26		Update Behaviour Policy to reflect the new rules and routines necessary to reduce risk in setting	<ul style="list-style-type: none"> <li>All classes spend time during the first few days discussing expectations of each other.</li> </ul>	HT/SLT

			<ul style="list-style-type: none"> <li>• RM to write to parents outlining clear expectations</li> <li>• Personal behaviour plans will be updated- KT in Y5 DB in Y4.</li> </ul>	
27	Training	Decide what staff training need to be delivered remotely or in school to support changes i.e risk management, curriculum, behaviour, safeguarding etc)	<ul style="list-style-type: none"> <li>• <del>Support teachers in planning for the first week back.</del></li> <li>• <del>Staff meeting on Thursday 4th March— Subject leads to outline clear expectations of their curriculum for the four weeks up until the Easter Holidays.</del></li> </ul>	HT/SLT
28		Identify and facilitate any required first aid training including paediatric first aid	<ul style="list-style-type: none"> <li>• None required at this time</li> </ul>	HT/SLT

29	Protective Measures	<p>Read the guidance on <a href="#">Coronavirus (COVID-19): implementing protective measures ...</a> and agree how this will be implemented in your school, including agreeing on any necessary changes to policy or procedure. Advice and support available from Paul Stewart and ESM</p>	<ul style="list-style-type: none"> <li>● Gloves and aprons to be worn for changing of nappies in pre-school – as stipulated in their care plan and the intimate care policy.</li> <li>● Each class has the following equipment: Supply of gloves, cloths, disposable aprons, bin in each corner of the room, black bin liners, disinfectant spray, and soap dispensers.</li> <li>● Immediate disposal of PPE after one use</li> <li>● PPE to be worn by staff if a child needs to go into temporary isolation in school – box to be made- gloves, apron, mask, hand sanitiser. Kept in an isolation room.</li> <li>● Once used, disposed of in tied nappy sacks, members of staff wash hands.</li> <li>● Isolation room is thoroughly cleaned</li> <li>● Class sizes are a maximum of 32.</li> <li>● <del>Desks spaced to face the front and children to sit side by side. All resources children need are kept on the desk in a container (pencils, pens, rubbers, scissors, ruler, glue stick)</del></li> <li>● <del>Teacher maintains 2m distance from the children when teaching the class - area taped off</del></li> <li>● <del>Furniture removed into storage to allow for more space:</del></li> <li>● <del>Children only move from their classroom to use the toilet or access outside:</del></li> <li>● Toilets assigned to year groups – R/Y1/Y2/Y3 – in classrooms. Y4/Y5 outside the classroom. Y6 – outside the classroom.</li> <li>● Entries used for the start of the day used for break and lunch – see end of document.</li> <li>● Communicate with parents through the action plan that only one parent accompanies children to school.</li> <li>● <del>EYFS children to be split into smaller clusters with 1 key adult.</del></li> </ul>	Head Paul Stewart/ ESM
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			<ul style="list-style-type: none"> <li>● <del>CJ to put together a rota for EYFS to ensure use of space across the setting to help with social distancing.</del></li> <li>● <del>Teachers to maintain social distancing of 2m from other adults across the school – tape used as a guide</del></li> <li>● <del>Staff only allowed in staff room during their allotted breaks</del></li> <li>● <del>2m distance to be maintained in the staffroom when having breaks. limited to 8 members of staff at any time.</del></li> <li>● When moving around the school staff must wear face-coverings. Visors can be worn in class but face covering should be worn in communal areas as these offer more protection.</li> <li>● When in the staff room and not eating and drinking, staff should wear face coverings.</li> <li>● <del>In class, when teaching or supporting children staff to wear clear visors and maintain a 2m where possible.</del></li> <li>● When removing masks, these should be stored in a hygienic way (possible use of a sandwich bag).</li> <li>● Cleaning of hands must take place before and after touching face coverings</li> <li>● School to have a stock of masks and clear visors as a backup.</li> <li>● <del>P</del></li> <li>● All staff to carry out a LFT twice a week.</li> <li>● Results of tests to be shared to CS for her to log.</li> </ul>	
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			<ul style="list-style-type: none"> <li>● If positive, members of staff must stay off work and arrange a PCR test.</li> <li>● Depending on the outcome, teachers either self-isolate or can return to work.</li> <li>● Consider temporarily shutting the bubble whilst waiting for the result of a PCR test.</li> <li>● If teachers have symptoms, but the LFT is negative, they must still self-isolate and get a PCR test.</li> <li>● Students have LFT at petroc college twice a week before coming to school.</li> <li>● Volunteers (reading) to be given LFT packs from school with the relevant training from SLT. They need to record their results with the office in the same way.</li> <li>● Parents advised that if they take LFTs they must let the school know of a positive test by sending an email to <a href="mailto:admin@olcs.uk">admin@olcs.uk</a> or 01271345164.</li> </ul>	
30		<p>Decide the physical and organisational structures needed to limit risks; enforce social distancing of 2m, and limit movement around the building(s) i.e classroom layouts, entry and exit points, staggered starts and break times, class sizes, lunchtime arrangements, use of rooms for staff breaks etc.</p> <p>Agree how safety measures will be implemented, maintained and displayed around school.</p>	<ul style="list-style-type: none"> <li>● <del>Work with teachers to remove unnecessary furniture and equipment.</del></li> <li>● <del>Use of all classrooms</del></li> <li>● <del>One person per toilet at a time. Must return to class before the next child is allowed to go.</del></li> <li>● <del>Break out rooms not to be used for interventions— staffroom to be used instead.</del></li> <li>● <del>1:1 maximum in sensory room</del></li> <li>● <del>Satellite office to be left empty and clean for possible isolation purposes.</del></li> <li>● <del>Outdoor learning essential for Preschool— CJ to produce normal weekly rota for this</del></li> <li>● <del>Use of all school grounds for P.E and break time but ensure the classes are not mixing.</del></li> <li>● <del>2m taping to remain in corridors through the school.</del></li> </ul>	HT/SLT

			<ul style="list-style-type: none"> <li>● <del>Walking on the left hand side of the corridors – one way.</del></li> <li>● <del>RM to conduct walk throughs with teachers and routes for individual classes in and out of school.</del></li> <li>● <del>Teachers practice with pupils and practice during the first few days back.</del></li> <li>● <del>Breaks and Lunchtimes to be staggered – see end of document.</del></li> <li>● <del>Start time staggered: See end of document.</del></li> <li>● Separate entrances and exits for different classes – see end of document for detail.</li> <li>● Access to outdoors for breaks:  Y6 – main entrance then gate at the side.  Y5 – Double door fire escape near ramp  Y4 – Double door outside classroom  Y3 – classroom door  Y2 – classroom Door  Y1 – Classroom door  R – Classroom door.</li> <p style="text-align: center;">THESE EXITS WILL BE USED FOR A FIRE ALARM</p> <li>● Fire Alarm assembly points: <ol style="list-style-type: none"> <li>1. R – Top playground</li> <li>2. Y1 – Top playground</li> <li>3. Y2 - Top Playground</li> <li>4. Y3 – Lower playground</li> <li>5. Y4 – field</li> <li>6. Y5 - field</li> <li>7. Y6 -Path outside the front of the school</li> </ol> </li> <li>● <del>Staffroom to be accessed by staff ONLY during the break and lunchtime of their cohorts.</del></li> <li>● <del>2m distancing to be in place</del></li> </ul>	
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			<ul style="list-style-type: none"> <li>● Shared areas to be cleaned after use by each group of staff – staff to use sign off sheets to record cleaning.</li> <li>● No whole school or key Stage assemblies – assemblies to take place in individual classes.</li> <li>● Praise assembly on a Friday.</li> <li>● KS1 lunchtime – 12.00pm – 13.00pm</li> <li>● KS2 lunchtimes – 12.30pm – 13.30pm</li> <li>● Packed lunches to be eaten in the classroom</li> <li>● School dinners in the hall – sitting at year group tables – organised to avoid sitting opposite.</li> <li>● Office areas to be limited to admin staff members +1. Masks must be worn.</li> </ul>	
31		<p>Decide what an enhanced cleaning schedule looks like and how it will be implemented in your school (i.e how often; when/if an additional clean is necessary; by whom; with what etc Advice and support from Paul Stewart</p>	<ul style="list-style-type: none"> <li>● Deep clean in Easter holidays</li> <li>● Allow time between sessions for teachers to clean down surfaces</li> <li>● Each class has their own stock of cleaning products to use throughout the day – multiple clothes, disinfectant spray, extra paper towels, hand sanitiser, anti-bac wipes. These to be kept away from the read of children</li> <li>● Master stock to be kept in the locked caretaker cupboard.</li> <li>● Class TAs and teachers responsible for cleaning of surfaces, resources and door handles.</li> <li>● Complete inventory for PS</li> <li>● Regular cleaning, by teachers and TAs, of high contact areas – end of each lesson – chairs, door handles, tables, taps.</li> <li>● Cleaners to repeat at the end of the school day.</li> <li>● Windows in classrooms are open during school hours to allow fresh air to circulate.</li> <li>● If cold - windows to be adjusted and at times where children are not in class then they should be open fully for full circulation.</li> </ul>	EHT

			<ul style="list-style-type: none"> <li>• Bins to be emptied at lunchtimes (or earlier if filled) into a black bin bag and then straight into the trade waste bin.</li> </ul>	
32		Decide the approach to enhance hygiene (i.e washroom use; handwashing; classroom-based handwashing; entry point hand sanitiser etc, and decide on policy related to shared items i.e books, toys, practical equipment	<ul style="list-style-type: none"> <li>• Continue hand washing routine as we have been using since lockdown: <ol style="list-style-type: none"> <li>1. wash when children first arrive,</li> <li>2. at the end of each sessions,</li> <li>3. following a break,</li> <li>4. following a trip to another area of the school,</li> <li>5. before and after snack time and lunchtime,</li> <li>6. following a sneeze or a cough,</li> <li>7. following a visit to the toilet.</li> <li>8. Before children leave at the end of the day</li> </ol> </li> <li>• All classes have ample quantities of soap and sanitiser.</li> <li>• KS2 children are encouraged to bring their own sanitiser.</li> <li>• <del>Daily sign off of cleaning – toilets etc (to be signed by staff and monitored by SLT.</del></li> <li>• <del>Signage across school re-affirming good habits for washing hands. – RM to put extra signs Friday March 5th.</del></li> <li>• <del>Identify areas for new on the wall sanitisers – BW to put up.</del></li> <li>• <del>All books taken home are placed in an appropriate box in each classroom so they can be wiped down before being put on the bookshelf – classrooms, lending library and main library.</del></li> <li>• Library – maximum of two children at a time. All children going to the library must be supervised by an adult.</li> </ul>	

			<ul style="list-style-type: none"> <li>● Responsibility for all staff to maintain these standards as well as ensuring they follow the same procedures for themselves.</li> <li>● Children each have a desk organiser with all they need – pencil, sharpener, ruler, glue stick (KS2), rubber – to avoid needing to get out of the seat and congestion around the classroom. - OPTIONAL</li> <li>● Individual tables/chairs labelled.</li> <li>● Chairs to be stacked, by children, on tables at the end of the day.</li> <li>● Shared resources to be cleaned down after use – chrome books, paper-cutter, etc</li> <li>● Sun cream to be individually named. Can only be applied by the child. Encouraged to be put on before they come to school.</li> <li>● <del>Regular cleaning (by teacher/TA) of shared resources in a bubble, maths equipment, chrome books, dictionaries etc.</del></li> <li>● <del>P.E equipment to be cleaned after each use</del></li> </ul>	
33		Plan the school level response should someone fall ill on site (in line with relevant government guidance) including anyone who is symptomatic of COVI-19 self-referring for testing.	<ul style="list-style-type: none"> <li>● Isolate and ring parents for immediate collection - can't return until there is a period of 7 day isolation or negative test.</li> <li>● If a child is accompanied by an adult in the isolation room they MUST wear a face mask. These will be kept in the isolation box in the main office. These masks then need to be safely disposed of - (RM to re-share youTube video showing how to do this)</li> <li>● Use of satellite office for isolation – minimise contact with adults.</li> <li>● Oak and Cherry room used for additional isolation rooms.</li> <li>● Engage with NHS Track and Trace - admin staff to alert - posters to be put in office.</li> </ul>	HT/SLT

			<ul style="list-style-type: none"> <li>● SLT to alert DFE/PHE of a positive test result in school and follow their advice.</li> <li>● RM to write to parents following positive cases to explain next steps based on advice from PHE/DFE</li> <li>● SLT to alert ESM of positive cases.</li> <li>● Staff to be given details should need to engage in the process from home.</li> <li>● Admin staff to chase up test results from parents</li> <li>● Share the process with parents and their responsibilities via letter. Add the letter to the website.</li> <li>● Contact local Health Protection team</li> <li>● Follow advice of the HPT</li> <li>● Communicate advice with Parents and staff</li> <li>● <del>Deep clean of the classroom where the child was symptomatic — carried out by cleaning staff.</del></li> <li>● Staff made aware of how to apply for a test if they or anyone they live with are showing symptoms.</li> <li>● Send home anyone who has been in close contact with a person who has tested positive. Face to face contact for any length of time within 1m, coughed on or skin to skin contact. (subject to advice from PHE/DFE)</li> <li>● Parents instructed to alert school of test results</li> <li>● If staff show symptoms they must alert SLT immediately, go home and book a PCR test (if staff member has symptoms, not to rely on result of LFT)</li> <li>● Staff get a test and depending on the result follow track and trace protocols.</li> <li>● If these symptoms occur at home they must NOT come to school – they need to ring RM to seek advice.</li> <li>● Staff must not make any reference to their symptoms, any test and any outcome of tests on social media, to negate worry amongst the school community.</li> </ul>	
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			<ul style="list-style-type: none"> <li>Record to be kept of cases of symptoms using form shared on Google docs – SLT and Admin.</li> </ul>	
34		<p>Make arrangements for the very small number of cases where personal protective equipment supplies will be needed: if staff provide intimate care for any children or young people and for cases where a child becomes unwell with symptoms of coronavirus while in school, and needs direct personal care until they can return home etc</p> <p>Where necessary Paul Stewart will support procurement</p>	<ul style="list-style-type: none"> <li>Preschool – gloves and aprons provided. Hands to be washed after removal of gloves.</li> <li>Staff need to ensure they are wearing these and they are disposed of after a single use – in the pedal bin in the changing facility.</li> <li>SLT to be made aware of any failure to uphold these procedures.</li> <li>BBS staff to alert the office when supplies are running at 50%.</li> </ul>	HT/Paul Stewart
35	Pupil Wellbeing	<p>Plan likely mental health, pastoral or wider wellbeing support for children returning to school – whole cohort and individual pupil focus, including, where necessary bereavement support.</p> <p>Work with LA for access to wider pupil/student services as required; share resource with other schools where possible</p>	<ul style="list-style-type: none"> <li><del>Continue with formal teaching of ALL children in line with the expectations and practice since September.</del></li> <li><del>Curriculum to remain broad and balanced – to include 10% teaching time for R.E</del></li> <li><del>5 x reading sessions – minimum of 30mins, 5 x English writing per week, 5 x maths lessons per week, 1 x science session per week, 1 x humanities per week, 2 x R.E sessions per week, (inc RSE through Ten 10), 2 x P.E, Art, computing, MFL to come ‘online’ as the we progress through the school year – see SDP plan for further details on curriculum for 2020/21</del></li> <li><del>45 mins of RSE delivered fortnightly by SH following the ‘Life to the Full’ programme.</del></li> <li><del>Continue to review the risk of teaching certain aspects of the Music and P.E curriculum.</del></li> <li><del>Change in maths will see a return to smaller, more frequent blocks of learning (see maths curriculum plan).</del></li> <li><del>Changes to Maths expectations to be shared in a staff meeting on Thursday March 4th.</del></li> </ul>	SENCo
36	Learning	<p>Agree what learning is realistic given the unique arrangements being putting in place, (including the relationship between face to face and remote learning)</p>		HT/SLT
37		<p>Identify curriculum priorities, agree revised expectations, and any opportunities to provide catch-up support for groups, individuals and cohorts.</p>	<ul style="list-style-type: none"> <li><del>45 mins of RSE delivered fortnightly by SH following the ‘Life to the Full’ programme.</del></li> <li><del>Continue to review the risk of teaching certain aspects of the Music and P.E curriculum.</del></li> <li><del>Change in maths will see a return to smaller, more frequent blocks of learning (see maths curriculum plan).</del></li> <li><del>Changes to Maths expectations to be shared in a staff meeting on Thursday March 4th.</del></li> </ul>	SLT and teachers



38	<p>Prioritise the securing of grades and supporting evidence for GCSE, AS and A-Level students. Ensure that Ofqual and examination board deadlines are met.</p> <p>Take some time to reassess children's learning, be careful not to simply continue to follow schemes of work/curricular</p> <p>Formal testing of what the children have/ haven't learnt whilst they have been away will, in most situations, be unhelpful, unnecessary and will cause further worries and concerns</p> <p>It would be helpful to spend some time with children/students sharing and celebrating what they have undertaken and learnt during the closure period.</p> <p>It is important that we are fully aware of children's social development as well as their learning development</p> <p>When possible, teachers and support staff should work with children to identify gaps in learning – schemes of work, programmes of study etc will give staff a good way in with this.</p> <p>At an agreed point, staff should plan to address common and individual learning gaps – future learning will be adversely affected if pre-requisite</p>	<ul style="list-style-type: none"> <li>● <del>Regular use of maths quizzes on previous years learning – create a google suite of tests that can be accessed by all year groups – categorized by theme.</del></li> <li>● <del>Use of White Rose maths planners that build in key learning from the previous year – LW to monitor planning in the first few weeks of term.</del></li> <li>● <del>In the first two weeks children carry out an elicitation task for English – work planned in light of the needs that arise from this.</del></li> <li>● <del>Teachers to use the new progressive English writing document – ensure coverage of the previous year's expectations – link the CAST KPIs for writing.</del></li> <li>● <del>In the first two weeks all children carry out the White Rose place value unit assessment to identify next steps in learning.</del></li> <li>● <del>All KS1 children to have a reading assessment (decoding) – carried out by KE. Children then placed on the relevant book band for them.</del></li> <li>● <del>Identify which children have fallen back with their reading ages – these are prioritised to receive daily 1:1 reading.</del></li> <li>● <del>Identify Y1 children (PP) to be picked up in the Reading Recovery Plan.</del></li> <li>● <del>All 4/5/6 children to complete an AR assessment in the first two weeks back.</del></li> <li>● <del>Y1, Y2 and possible Y3 to start back of phase 3 for phonics – adjustments made accordingly.</del></li> <li>● <del>Return to the reading set-up before lockdown following assessments carried out in the first two weeks.</del></li> <li>● <del>High risk children identified – ensure high level of access to FQT.</del></li> <li>● <del>Continue pre-lockdown focus on reading – more opportunity for 1:1 reading over small groups at</del></li> </ul>	SLT and teachers
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		<p>knowledge, skills and understanding are not taught and learned. Leaders and teachers will need to take bold decisions about content that does not need to be taught.</p> <p>The focus must be on addressing learning gaps (including knowledge) rather than coverage.</p> <p>When appropriate and possible, consider the groupings of children for periods of time – is the traditional year group the best way to support at present?</p> <p>Consider how children will catch up over a longer period of time, this will not happen overnight Maximise the impact of ongoing home learning. Ensure that the online materials provided are still available for children Ensure that assessment systems are used appropriately and effectively to support the above.</p>	<p><del>this stage – all TAs to support this in the first instance. 2m distance between child and adult.</del></p>	
39		<p>Work with LA and ESM, and where applicable NHS Clinical Commissioning Group, and families to identify what provision can be reasonably provided for in line with EHC Plans</p>		SENCO
40		<p>Agree ongoing learning offer for pupils who continue to be out of school</p>	<ul style="list-style-type: none"> <li>As previously mentioned in section :</li> </ul> <p>BBC Bitesize Oak Academy</p>	HT/SLT

			<p>Time Tables Rockstars IXL learning</p> <ul style="list-style-type: none"> <li>Children receive daily check-in with the teacher or a member of the class support team.</li> </ul>	
41		<p>Agree ongoing approach for offer for vulnerable children and children of key workers who are not in the returning year groups,</p>	<ul style="list-style-type: none"> <li>Continue to engage with parents of vulnerable children over a return to school where there is reluctance – engage with social services where necessary.</li> <li>With SENCO identify which children remain on a shielding list - work with parents to minimise risk to ensure a return to school when possible.</li> <li>Discuss issue around specific provision with the 0-25 team if necessary</li> </ul>	HT/SLT
42	Transitions	<p>Plan for transitions in September 2020; particularly for Reception; Year One; Year Three; Year Four in First schools; Year Seven and Year Twelve.</p> <p>Where visits to new schools are not possible, explore options such as Zoom and Skype. Small group induction visits for parents and children where possible.</p> <p>KS2 curriculum for Y7 students for Autumn Term – focus on identifying and addressing learning gaps – work with Y6 staff.</p> <p>Y6 staff provide secondary schools with assessment judgements against end of KS2 standards as of close down</p>	N/A at this stage.	HT/SLT

		<p>(20/03/20) or Summer Term if children have returned – judgements must accurately reflect the significant loss learning – support KS3 staff in identifying and addressing learning gaps</p> <p>Reception to Year One: accurate assessment against EY Profile as of close down et – support Y1 staff in planning for and addressing learning gaps – autumn term to complete the EYFS curriculum for all children – provision for KS1 curriculum access for others – consider flexible teaching groups across KS1. Focus on Early Reading and Early Maths.</p> <p>Y2 to Y3: Identify gaps in taught curriculum; use past KS1 SAT papers to support teacher assessment judgements – identify gaps in learning – support from Y2 staff to address learning.</p> <p>Consider staffing of classes for September.....2019-20 teachers to teach them for the beginning of 2020-21 or the whole year?</p>		
43	Other Considerations	<p>Plan to resume taking attendance registers and continuing to complete the online educational setting status form to provide updates on how many children and staff are in school</p> <p>Further details on Trust reporting requirements will follow.</p>	<ul style="list-style-type: none"> <li>• Attendance registers to resume on March 8th.</li> <li>• Daily contact with children who don't attend school.</li> <li>• Use support of EWO and social workers where needed.</li> </ul>	HT/SLT/ attendance officer

44		Work with your catering supplier to ensure meals are available for all children in school Also review and where necessary revise arrangements for those year groups still out of school and eligible for benefits related free school meals,	<ul style="list-style-type: none"> <li>Return to school meal offer for all children, including BBs nursery.</li> <li><del>Suspension of 'family service' – food to be served in disposable boxes with disposable cutlery.</del></li> <li><del>Children will sit in the hall on year group tables.</del></li> <li><del>Packed lunches to be eaten in the classroom.</del></li> <li>Cleaning of tables following lunch.</li> <li>Care packages to be available for any children isolating/shielding</li> </ul>	HT/SBM
45		Agree approach to any scheduled or ongoing building works Paul Stewart will provide advice and support	<ul style="list-style-type: none"> <li>Building works continue to be scheduled for when the children are not in school.</li> </ul>	Headteacher and Paul Stewart
46		Plan arrangements with suppliers and service providers and check they are following appropriate social distancing and hygiene measures (i.e food suppliers, grounds maintenance etc)	<ul style="list-style-type: none"> <li>MW to provide clear guidance to suppliers on arrival at school. Clear signage on how and where to report being onsite.</li> <li>Only essential works/services to be carried out.</li> <li>Schedule work for before and after school hours if possible – including weekends.</li> </ul>	SBM/ Site Manager/HT
47		Ensure that grounds and buildings have been checked to ensure that they are safe. Ensure that unused taps and toilets etc are properly flushed through prior to use. Ensure water temperature is safe. Ensure that there are adequate levels of consumables such as soap, hand sanitiser, paper tissues, bin bags etc,	<ul style="list-style-type: none"> <li><del>BW has continued to do his weekly checks throughout the lockdown.</del></li> <li><del>BW to carry out all pre-opening checks w/b 1st March</del></li> </ul>	Site Manager/ SBM
48		Welcome all children back, with or without uniform! Where parents are	<ul style="list-style-type: none"> <li><del>Uniform to be worn from March</del></li> </ul>	All staff

		<p>struggling, provide them with time to get the correct uniform</p> <p>Disadvantaged students may well need extra support</p> <p>Consider relaxing the staff dress code to enable daily washing of clothes. (i.e suits, ties, skirts etc are not usually washed daily!)</p>	<ul style="list-style-type: none"> <li>● Liaise with families for whom this might cause issues and anxiety:</li> <li>● Children wear P.E kit into school to avoid having to change in school and to ensure it is washed regularly:</li> <li>● CS to ensure we have enough stock</li> <li>● Online ordering and payment only with pre-arranged collection:</li> <li>● No thrift shop until further notice</li> <li>● Staff were reminded of the need to wear uniforms that can be regularly cleaned:</li> <li>● If parents need to change their purchases they need to be returned in a carrier bag and put into storage for a minimum of 72 hours before being re-sold to other parents.</li> </ul>	
49		<p>Re-assure staff about appraisal process/expectations. There is no expectation that staff will have been working towards or addressing the targets for this year's cycle</p> <p>When the new school year begins we will continue to adhere to the <a href="#">School Teachers Pay and Conditions Document (STPCD)</a>, which includes the requirement to ensure that all pay progression for teachers is linked to performance management.</p> <p>However, Headteachers should use their discretion and take pragmatic steps, consistent with the Education (School Teachers' Appraisal) (England) Regulations 2012 to adapt performance management and</p>	<ul style="list-style-type: none"> <li>● Re-assured.</li> </ul>	Headteacher

		<p>appraisal arrangements to take account of the current circumstances e.g. by basing performance on the period schools were open, adjusting, if necessary, for expected trajectory had there been no closures etc.</p> <p>In September discuss any decisions not to pass objectives/appraisal with ESM and HR before enacting.</p> <p>2019-20 objectives could, where appropriate, be re-set for 2020-21</p>		
50		<p>Ensure that you have considered the impact on staff and pupils with protected characteristics including race and disability, in developing your approach.</p>	<ul style="list-style-type: none"> <li>• Considered – AB.</li> </ul>	SENCO

Use of live/recorded interactions to teach and engage with pupils/parents		
Lack of parental agreement with live interactions between pupils and teachers	<i>Ensure that parents and pupils have given signed consent for pupils to take part and have agreed with an updated agreement policy.</i>	<p>RM to add amendment to the home-school agreement. Email with parents – parents to alert class teachers that they consent to live lessons and meetings.</p> <p>Teachers check in with parents via the phone to discuss children’s engagement with their remote learning for those pupils who do not engage with live meetings/lessons.</p>
Parents do not comply with acceptable use agreement	<i>Provide parents with clear guidance on how and when live interaction will take place following the trust expectations; guidance for how parents and pupils will interact will be clearly stated. Parents to be regularly reminded of these expectations through school communications.</i>	<p>Parents to be sent the new remote learning strategy and the acceptable usage agreement.</p> <p>Teachers provide clear timetabling when live interactions will take place.</p> <p>Teachers log breaches of acceptable use agreement on CPOMS – SLT to engage with parents to support them in their understanding of the policy.</p>



<p>Staff reluctant to deliver live or recorded interactions</p>	<p><i>School leaders will brief staff and ensure full agreement for staff participation. Where there is no agreement, leaders will agree to an alternative.</i></p>	<p>Add as a weekly agenda point for staff meetings.</p> <p>Lots of preparation done on digital learning in the Autumn 2020 term.</p> <p>SLT to monitor use of digital teaching and learning.</p>
<p>Staff are not fully aware of the appropriate processes and protocols for live interactions</p>	<p><i>Provide appropriate training to all staff. Where possible, interactions should only take place on school premises. Where this is not possible, for example staff are self-isolating, school leaders should have vetted and agreed an area within the staff members' home (through virtual interaction) that this can take place. Staff to be given clear guidance on processes and protocols on delivery of any live or recorded interactions.</i></p>	<p>All staff to complete form to outline where the digital learning is taking place.</p> <p>Expectations shared with staff. – 11.1.2021</p>
<p>Staff use of own equipment or accounts to deliver live streaming</p>	<p><i>Schools have an agreed platform which will be the only form of delivery to pupils. School staff should only use school devices and accounts to access and deliver live or recorded interactions.</i></p>	<p>Google Classrooms – using school emails only.</p> <p>Staff to use school based equipment only.</p> <p>Please see school home agreement for more detail in terms of acceptable use. This was shared with parents on 11.1.21 – teachers are keeping a record of agreement.</p>
<p>Sessions at risk from the sharing of inappropriate content, audio or unauthorised participants</p>	<p><i>Schools should have a process for; having full control of live sessions to include cameras and mics, immediately ending a live session for all, removing any participant from a live session. Sessions will be locked by the adult leading the session to unauthorised participants at all times. Staff to record attendance of pupils at every session and log/report any breaches/concerns to senior leaders.</i></p> <p><i>Pupils will be regularly reminded of e-safety responsibilities such as not sharing passwords etc.</i></p>	<p>Children only invited using their school password</p> <p>Teachers and support staff are only using their school email.</p> <p>Any breaches added onto cpoms under the 'e-safety' category.</p>

<p>Unacceptable use of live streaming</p>	<p><i>Sessions will only take place during school hours. Maximum length and number of sessions will be agreed and age appropriate, reflecting the needs of the staff and the pupils. Staff to discuss any concerns over excessive screen time with the line manager in order for this to be adjusted if required. Parents and/or pupils have the opportunity to discuss concerns over excessive screen time with school leaders.</i></p> <p><i>Staff to check pupils are adhering to policy, share ground rules at the beginning of each session and log/report any breaches/concerns to senior leaders. School leaders will review and revise the current behaviour policy to ensure coverage of online interactions.</i></p> <p><i>Provide pupils with clear guidance on how and when live interaction will take place. Share code of practice for live lessons. Pupils will be made aware that behaviour and sanctions will apply to live lessons and will be in line with school behaviour policy.</i></p>	<p>Changes to behavior and e-safety policy to be shared with ALL staff.</p> <p>Teachers share this with children and have a class discussion around a class charter – w/b Monday 11<sup>th</sup> January.</p> <p>Please see school home agreement for more detail in terms of acceptable use. This was shared with parents on 11.1.21 – teachers are keeping a record of agreement.</p>
<p><i>Pupils without parental agreement appear on camera whilst taking part in live interactions</i></p>	<p><i>Staff to ensure that they are fully aware of parental consent agreements. Where pupils do not have parental consent for images to be shared, staff members will be the only person accessing the camera. Parents to be given the option for children to access live interactions without video when at home.</i></p>	<p>Ch to not use the video feature if the parents do not consent.</p> <p>Immediately stop the video – log breach of consent and contact the parents.</p>

<p><b>Issuing Lateral Flow test from school site</b></p>		
<p>Lateral Flow tests issued to staff members for home use are taken in school – danger of contamination from used swaps etc</p>	<p><i>Staff reminded that any testing must be administered at home. Staff to be issued with tests at the end of their working day. Staff were reminded of duty to dispose of tests safely at home.</i></p>	

LFT is not administered correctly at home leading to false negative or void result; danger of COVID positive member of staff returning to school	Ensure that all staff undertake all prescribed training and reading to ensure that tests are administered correctly. School to keep training log; check training log before tests are given to staff.	
Lateral Flow test results are not reported to school	<i>Staff were reminded of their duty to report test results to Covid Coordinator. If a lateral flow test is positive, staff members self-isolate and book a PCR test. School to follow agreed procedures to identify other staff and students who may need to self-isolate</i>	
LFT results are not reported correctly to PHE/NHS	<i>Staff reminded of responsibility to report the test outcomes as specified in DfE/PHE materials</i>	
Staff member is symptomatic	<i>Staff members must self-isolate and seek PCR test. Staff members must not return to work until a negative PCR test result is received. Negative lateral flow test results must not be taken as evidence of non-Covid staff members if they are experiencing symptoms.</i>	
Staff member shares lateral flow testing kit with an associate	<i>Staff reminded the collection that tests are for personal use only. All lateral flow tests issued to be recorded by Covid Co-ordinator/Covid Administrator</i>	

**Signed: Headteacher/Head of Department:**  
**Date**

The outcome of this assessment should be shared with the relevant staff and Governing Body.  
A copy of the completed assessment to be kept on file and copied to the Health & Safety Co-ordinator.