

Covid-19 Guidance for Full Opening September 2020

RA100 V2


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

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

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

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

Suspected or confirmed cases of COVID-19 must be reported to the local **Public Health England (PHE) Health Protection team** on **0300 303 8162 (press Option 1, Option 1)**. This will enable you to discuss the outbreak control measures that are needed and the information to be communicated to others. **You should also email Kevin Butlin Director of Education for Plymouth CAST to ensure that the Central Services team also know promptly.**

	Establishment/Department: Our Lady's Catholic Primary School	Establishment Risk Assessment	RA100 V2
	Address: Chanters Hill, Barnstaple, Devon, EX32 8DN		
Person(s)/Group at Risk Staff, Pupils, Visitors and Contractors		Date assessment completed: 15th July 2020 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>Return to school risk assessment – based on the principles and guidance contained within DfE Guidance: Covid-19 Implementing protective measures in education and childcare settings (15 May 2020) and updated following the publication of Guidance for Full Opening (2 July 2020) and Managing School Premises during the Covid-19 outbreak (7 July) As part of planning for full return in the autumn term, it is a legal requirement that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term.</p> <p>This risk assessment is generic, and each school is responsible for reviewing and amending to ensure it is applicable to their setting. This risk assessment should be read alongside CAST guidance document Phased Opening of Schools and the latest government guidance: Guidance for Full Opening</p> <p>General guidance on completing risk assessments is available at arrangements note HS47. Updates:</p> <p>When conducting the risk assessment, it is important that the school adopts a considered collaborative approach in line with DfE Guidance.</p>		Assessor(s): Rob Meech	
Significant Hazard Section	Control measures in place	Optional: School's comments re. mitigations put in place	

	Additional measures or actions not included in this column below should be put in the assessor's recommendations at the end of this document	
Social distancing and reducing risk of transmission		
Entrance and egress to school site causing large groups of people inside school grounds compromising social distancing.	<p><i>Stagger drop-off and collection times avoiding any changes to pupils that arrive at school on school transport where possible. Provide information to parents. If possible, only one parent to attend. Use alternative drop off locations where possible. Schools should also have a process for safely removing and disposing of / storing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them, following the recommendations in the government guidance Staying safe outside of your home: face coverings and Guidance for Full Opening. Pupils must be instructed to wash their hands, on arrival.</i></p> <p>Reference Section 20 & 30 in School Opening Action Plan</p>	
Parents gathering at school gate not social distancing	<p><i>Plan parents' drop-off and pick-up protocols that minimise adult to adult contact. Make clear to parents that they cannot gather at entrance gates or doors or enter the site (unless they have a pre-arranged appointment, which should be conducted safely.</i></p> <p>Reference Section 20 & 30 in School Opening Action Plan</p>	
Overcrowding in classrooms and corridors.	<p><i>Children are to be grouped into consistent groups with contact between groups avoided (see Curriculum section below). Desks should be forward facing and spaced as far apart as possible and arranged so that face to face seating is avoided. Set out classrooms where possible to ensure access to outside space and their age appropriate equipment and resources, whilst preventing mixing with other groups. Removal of some furniture may be required to enable this. Reduce movement around the school using timetabling and appropriate selection of classroom or other learning environments. Stagger assembly groups</i></p> <p>Reference Section 29 in School Opening Action Plan</p>	
Risk of transmission within EYFS settings	<p><i>Updated Guidance for EYFS (2 July 2020) to be followed. https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-</i></p>	

	<u>childcare-closures</u> removes keeping children in small consistent groups within settings, but still minimising mixing where possible taking into consideration increased risk factor to staff.	
Groups mixing during breaks and lunchtime compromising social distancing.	<p>Staggered break times and ensure appropriate supervision is in place. Use different playground locations where possible Staggered lunchtimes & in set groups with handwashing – tables kept apart. Or lunches delivered to classrooms. Ensuring everyone keeps further apart than normal. Cleaning of tables between uses by different groups.</p> <p>Reference Section 30 in School Opening Action Plan</p>	
Groups mixing during extra-curricular provision	<p>Carefully consider how such provision can work alongside wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then use small, consistent groups. Holiday club guidance suggests delivering sessions outside where possible As with physical activity during the school day, contact sports should not take place and recommendations set out in <u>Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak</u> should also be taken into consideration.</p> <p>Reference Section 30 in School Opening Action Plan</p>	
Spread of virus due to increased numbers of people within the building.	<p>Inform parents that if their child needs to be accompanied to school only one parent should attend</p> <p>Reference Section 20 & 29 in School Opening Action Plan</p>	
Staff	<p>Staff should maintain Public health guidance of 2m wherever possible. If reduced to 1m as long as mitigations are in place, e.g. not face to face or wearing PPE (face covering doesn't count) or a Perspex screen in place. The priority is always to try to maintain 2m social distancing, but where this cannot be achieved, regular hand washing/cleaning and good respiratory hygiene are also important for both staff and pupils.</p>	
Premises related matters		
Changes to building use being safe for pupils & staff – e.g. storage, one-way systems, floor tape.	<p>Review whole school risk assessment (RA22 or equivalent), to ensure control measures remain suitable and in place. Update risk assessments to include any changes that have been necessary (e.g. handwashing, one-way systems, allocation of specific classrooms) and this must include curriculum risk assessments where necessary.</p>	

	<p>Consider how the layout will enable access to outdoor space and the equipment necessary for teaching the year groups. Consider how changes will impact on arrangements such as safe fire evacuation routes (see below).</p> <p>Reference Section 29 & 30 in School Opening Action Plan</p>	
First Aid procedures – Reduced numbers of first aiders and Paediatric first aider.	<p>Review First Aid risk assessment (RA22 or equivalent). Rota systems in place to ensure adequate numbers of first aid and PFA trained staff. Communication of first aid arrangements during daily briefings. PPE within first aid supplies</p> <p>Reference Section 4 & 28 in School Opening Action Plan</p>	
Fire Procedures	<p>Review the fire risk assessment taking into consideration any changes made to the layout, and the impact this may have on fire evacuation and escape routes. Ensure that testing and monitoring regimes are in place for fire detection and alarm systems, fire extinguishers and that any interim arrangements (such as doors propped open where necessary to reduce hand contact), are managed so that they do not compromise fire protection (and security) measures. Review where required fire evacuation routes and assembly points to ensure that social distancing guidelines are being met.</p> <p>Reference Section in School Opening Action Plan</p>	
Water hygiene – management of legionella	<p>Review the water hygiene management plan. Ensure that agreed regimes for flushing and monitoring of temperatures have been maintained throughout any period of closure / partial opening. Where regimes have not been maintained ensure that cleaning and disinfection has taken place prior to reoccupation as per government guidance Managing School Premises during the Covid-19 outbreak.</p> <p>Reference Section 46 & 47 in School Opening Action Plan</p>	
Using and monitoring new practices to reduce risk of Covid-19 transmission	<p>Training of all staff via briefing prior to start – to include contents of this RA, alternative layouts and any changes to fire evacuation routes, use of PPE, location of designated room for suspected cases. Explaining to children about the use of face coverings – to support children with adhering to social distancing. Headteachers and school leaders must monitor arrangements and make remedial actions where needed. Ensure there are opportunities for all employees to raise concerns / make suggestions.</p> <p>Reference Section 3, 18, 19, 27, 29 & 33 in School Opening Action Plan</p>	

Management of premises related risks e.g. asbestos, delayed statutory testing (LOLER)	<p><i>Communication arrangements to ensure that requirements and controls are understood by responsible persons (e.g. signing in processes for contractors). If equipment is not within statutory test periods (e.g. lifts and hoists) then it should be taken out of use until the inspection and test can be completed.</i></p> <p>Reference Section 46 & 47 in School Opening Action Plan</p>	
Staff rooms and offices to comply with social distancing and safe working practice	<p><i>Numbers of people reduced at one time to allow social distancing – chairs removed/placed apart. Avoiding unnecessary gatherings. Where possible reduce the use of communal / shared facilities such as tea and coffee facilities and encourage staff to bring their own food and utensils. Enhanced cleaning regimes as per below.</i></p> <p>Reference 30 & 31 School Opening Action Plan</p>	
Ventilation to reduce spread	<p><i>Open windows and prop doors open, where safe to do so (bearing in mind fire safety, security and safeguarding). Where mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air. If mechanical ventilation systems cannot be adjusted to full fresh air systems should be operated as normal. Ventilation to chemical stores should remain operational.</i></p>	
Management of waste	<p><i>Ensure bins for tissues are emptied throughout the day. Follow Guidance on disposal of PPE waste (such as used fluid resistant masks)</i></p> <p>Reference Section 29, 31 & 32 in School Opening Action Plan</p>	
Management of incoming goods	<p><i>Consider how to manage supplies coming into the school, which takes into consideration SD and hygiene measures. E.g. drop-off point – one person controls the process etc.</i></p>	
School owned outdoor play equipment	<p><i>Promote good hygiene and social distancing using signage and other methods of comms (community noticeboards, school newsletters) to set out: maximum numbers to enable SD, encouraging parents to clean children's hands before and after play, disposal of all rubbish. Consider limiting numbers (e.g. taking out swings), using time limits, one ways systems around pieces of equipment, cleaning regimes if applicable for high traffic touch points such as slides, monkey bars and climbing frames / walls, playhouses and huts, crawl through tunnels and tube slides, exercise equipment, gates, benches and picnic tables, refuse areas and bins. Encourage effective sanitation by users, parents etc. Consult guidance on Managing Outdoor Playgrounds for equipment also used by the community.</i></p> <p><i>When used by the school, it must be appropriately cleaned between groups of children and only used by one group at a time.</i></p>	

Cleaning and reducing contamination		
Contaminated surfaces spreading virus.	<p><i>Classroom based resources such as sports, art and science equipment can be used and shared within the bubble. Such resources should be cleaned frequently and meticulously and always between bubbles or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</i></p> <p><i>Follow government guidance for working in education and childcare if a someone becomes ill with suspected COVID-19 at the setting. Follow guidance on Cleaning and decontamination of non-health care settings. Further guidance on cleaning non health care settings is to be published by Public Health England by the end of the summer term.</i></p> <p>Reference Section 29, 31, 32 & 48 in School Opening Action Plan</p>	
Shared resources and equipment increasing spread	<p><i>Prevent the sharing of stationery and other equipment where possible Suitable procedures in place for managing access to items of 'heavy use' such a photocopiers to maintain social distancing. Enhanced cleaning regimes.</i></p> <p>Reference Section 29, 31, & 32 in School Opening Action Plan</p>	
Cleaning staff and hygiene contractor's capacity - providing additional requirements	<p><i>Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this. Ensure cleaning products being used are suitable and that adequate supplies of cleaning materials are available. See Safe working in education and childcare for guidance on PPE and guidance on cleaning non-health care settings. Put in place an enhanced cleaning schedule and establish more frequent cleaning of shared areas or those used by different groups. Additional guidance on cleaning of non-health care settings is to be published by Public Health England by the end of the summer term.</i></p> <p>Reference Section 31, 32 & 46 in School Opening Action Plan</p>	
Sufficient handwashing facilities for staff and pupils	<p><i>Where a sink is not nearby, provide supervised access to hand sanitiser in classrooms and other learning environments. Plan in regular access to facilities throughout the day. Provide additional sinks where possible. Ensure enough handwash and sanitiser stations are available based on what you have learned from usage to date.</i></p> <p>Reference Section 29 & 32 in School Opening Action Plan</p>	

Additional time for staff and pupils to carry out handwashing	<p><i>Frequent hand cleaning as part of normal routine. Stagger regular access to handwashing facilities through the day. Build routines into behaviour expectations and school culture.</i></p> <p>Reference Section 29 & 32 in School Opening Action Plan</p>	
Handwashing practice with children	<p><i>Review the guidance on hand cleaning and introduce handwashing songs for younger children. Ensure that help is available for children and young people who have trouble cleaning their hands independently. See guidance and resources available at e Bug. Consider risks around ingestion of sanitiser and where this is a risk substitute for skin friendly sanitiser wipes for young children / those with complex needs.</i></p> <p>Reference Section 29 & 32 in School Opening Action Plan</p>	
Good respiratory hygiene	<p><i>Promote 'catch it, bin it, kill it' ensuring that enough tissues and bins are available. Support should be provided for young children and those with complex needs, particularly where children spit / use saliva. In such cases this should be considered within the pupil's individual risk assessment.</i></p>	
Sufficient supplies of soap and cleaning products	<p><i>Discuss with suppliers and contractors to ensure sufficient supplies and deliveries. Use regular detergents and bleach. Review COSHH assessments (RA05) and implement additional controls required where there has been any change in products.</i></p> <p>Reference Section 31, 32 in School Opening Action Plan</p>	
Toilets being overcrowded	<p><i>Limit the number of children or young people who use the toilet facilities at one time. Visiting the toilet one after the other if necessary. Different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.</i></p> <p>Reference Section 20 in School Opening Action Plan</p>	
Staff related issues		
Staff measures to reduce contact and transmission	<p><i>When assessing the return to full opening in September the following section of the DfE guidance must be followed:</i> https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks Where this cannot be met, then the school must record why and what other control measures they will adopt.</p>	

	<p><i>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults and should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal. When considering the return of non-teaching staff school leaders should recognise the wider government policy that staff who can work from home should do so and apply this where feasible (e.g. in administrative roles).</i></p>	
Managing supply teachers, visitors, contractors and other temporary visiting staff.	<p><i>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Schools should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors. It is important that staff who are managing supply teachers, visitors, contractors and other temporary visiting staff are conversant with SD and hygiene protocols within the school.</i></p>	
Insufficient staff capacity to deal with increased numbers of pupils - Shortage of teachers to maintain staff to pupil ratios	<p><i>If there are any shortages of teachers to teach the number of classes, appropriately trained teaching assistants can be allocated to lead a group, working under the direction of a teacher. Careful planning of the year groups/classes should be undertaken based on staff availability. Supply teachers and other peripatetic staff can be engaged where necessary. See 'school Workforce' section of the DfE guidance:</i></p> <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks</p> <p>Reference Section 1, 2 & 3 in School Opening Action Plan</p>	
Anxiety levels of staff and community causing breakdown in staffing ratios, compromising group sizes.	<p><i>Talk to staff about (and/or put in writing) the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including a discussion on whether training would be helpful. If appropriate, seek GP or occupational health advice. Where the member of staff has anxieties about returning, this conversation can be held and recorded using the 'Risk assessment for all staff including vulnerable groups' found in the Plymouth CAST Corona Virus Policy and Procedure v3. Further advice is available from HR if required.</i></p>	

	Reference Section 1, 2, 12, 13, 14, 15, & 16 in School Opening Action Plan	
Staff understanding of new changes – safe practice at work & in classroom. Teaching in a safe environment	<p><i>Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful.</i></p> <p>Reference Section 18, 19, 21, 22, 27 & 29 in School Opening Action Plan</p>	
Accessing testing arrangements are clear for all staff	<p><i>Guidance about testing, including the NHS 'Test and Trace' service, is available via this link https://inside.devon.gov.uk/task/guidance-for-dealing-with-coronavirus-covid-19/essential-worker-testing/</i></p> <p>Reference Section 33 in School Opening Action Plan</p>	
Conditions for use of fluid resistant face mask and other equipment when dealing with a symptomatic child are clear and understood by staff.	<p><i>If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home a face mask should be worn by the supervising adult if a distance of 2 meters cannot be maintained.</i></p> <p><i>If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn</i></p> <p><i>Ensuring that fluid resistant face masks are available for all schools and that a supply is maintained.</i></p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</p> <p>Reference Section 33 & 34 in School Opening Action Plan</p>	
Assessment of all staff, including high risk staff with vulnerable / shielding family member, underlying health conditions or other risk factors	<p><i>Staff deemed to be clinically extremely vulnerable and clinically vulnerable can return to school in the Autumn term subject to school leaders confirmation that the school is 'covid-secure', i.e. that every reasonable step has been taken to ensure the safety of children, staff, premises and community and that the full measures as provided in the DfE guidance have been applied.</i></p> <p><i>A risk assessment should be undertaken with clinically extremely vulnerable and clinically vulnerable staff returning to the school, especially where they are returning to the school for the first time since the pandemic commenced. A risk assessment should also be undertaken (or reviewed/updated if one was previously undertaken) with staff who may be anxious about returning to</i></p>	

	<p>school and/or due to the increased numbers. The 'Risk assessment for all staff including vulnerable groups' can be used to aid and record this assessment – found in the Plymouth CAST Corona Virus Policy and Procedure v3.</p> <p>Reference Section 1 & 2 in School Opening Action Plan</p>	
Staff use of PPE	<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 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 Guidance on the appropriate selection and use of PPE from DCC can be found here: http://devon.cc/ppe</p> <p>Reference Section 29 & 34 in School Opening Action Plan</p>	
Use of PPE Lack of understanding	<p>Adequate training / briefing on use and safe disposal Follow guidance on putting on and taking off standard PPE https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures and above guidance on use in education settings.</p> <p>Reference Section 29 & 34 in School Opening Action Plan</p>	
Dealing with suspected and confirmed case/ cases and outbreak.	<p>If you have any infection control concerns or questions, please call the South West Health Protection Team on 0300 303 8162. If the matter is not urgent you can also email swhpt@phe.gov.uk. Devon County Council's Local Outbreak Management Plan (LOMP) is available here: https://www.devon.gov.uk/coronavirus-advice-in-devon/lomp/. IF A SUSPECTED OR CONFIRMED CASE IN SCHOOL ALWAYS Contact your local Health Protection Team on 0300 303 8162 or swhpt@phe.gov.uk and inform the local authority and the Director of Education for Plymouth CAST. If there is a complex situation or an outbreak is declared in your setting, you may be asked to join an Outbreak Control Team or Local Incident Management Team Meeting. School should up-date the Schools Emergency Plan to incorporate the above links.</p> <p>Reference Section 33 in School Opening Action Plan</p>	
Pupil related issues		

Vulnerable groups who are clinically, extremely vulnerable.	<p><i>Shielding advice for all adults and children will pause on 1 August meaning that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Covid-19 shielding guidance from the Royal College of Paediatrics for children and young persons should be followed, and those under the care of a specialist encouraged to discuss their return to school. Any additional temporary recommendations received from local health agencies due to localised higher rates of transmission should be implemented as required.</i></p> <p>Reference Section 5, 20 & 29 in School Opening Action Plan</p>	
Children with EHCP and pupils who attend dual settings	<p><i>A risk assessment should be completed before attendance. For dual settings work through the system of controls collaboratively, enabling any risks identified to be addressed and allowing the joint delivery of a broad and balanced curriculum for the child</i></p> <p>Reference Section 6, 8, 29, 39 & 41 in School Opening Action Plan</p>	
Pupils unable to follow guidance	<p><i>Some pupils will need additional support to follow these measures. Insert measures here or attach additional document.</i></p> <p>Reference Section 26 & 29 in School Opening Action Plan</p>	
Pupils equipment	<p><i>Pupils to limit the amount of equipment they bring into school each day, to essentials</i></p> <p><i>For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.</i></p>	
Member of a class becoming unwell with COVID-19	<p><i>If a child is awaiting collection, they will be moved to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. Allocate a suitable room for this purpose and communicate intentions to staff. Ensure suitable PPE (including fluid resistant face mask) is available at this location.</i></p> <p>Reference Section 33 & 34 in School Opening Action Plan</p>	
School Uniform	<p><i>Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</i></p>	
Transport		

Travel to school and provision of safe school transport:	Consider school transport arrangements and where possible encourage parents and children and young people to walk or cycle to school where possible. Liaise with School Transport Team where further consideration needs to be given to taxi and escort services.	
Dedicated school transport, including statutory provision	Consider how pupils are grouped together on transport and where possible this should reflect the bubbles that are adopted within school. Ensure organised queuing/boarding and distancing within vehicles if possible. Consider the use of face coverings for children over the age of 11, where appropriate. For example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet. Consider the use of hand sanitiser upon boarding and/or disembarking. Waiting for the DfE who will shortly publish new guidance to local authorities on providing dedicated school transport.	
Wider public transport	It is the law that you must wear a face covering when travelling in England on public transport. Some people don't have to wear a face covering including for health, age or equality reasons. Some transport staff may not wear a face covering if it is not required for their job. You should also wear a face covering in other enclosed spaces where it is difficult to maintain social distancing. For example, at stations and in taxis and private hire vehicles. A taxi driver or private hire vehicle operator may be entitled to refuse to accept you if you do not wear a face covering.	
School Transport arrangements support changes to school times	Liaising with the School Transport Team before change are made. Follow government guidance https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/vehicles	
Curriculum considerations		
Planned return to normal curriculum in all subjects by Summer Term 2021	Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.	
Suspension of some subjects for some pupils in exceptional circumstances.	Schools should be able to show that this is in the best interests of these pupils and this should be subject to discussion with parents during the autumn term. They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.	
Music activities	Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting	

	<p>group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies. Further detailed DfE guidance will be published shortly.</p> <p><i>Please see separate music RA attached to this document.</i></p>	
Physical activity in schools	<p>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. Schools should refer to the following advice:</p> <ul style="list-style-type: none"> • guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport • advice from organisations such as the Association for Physical Education and the Youth Sport Trust <p>Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.</p> <p>Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.</p>	
Educational visits	<p>All educational visits should be planned and risk assessed following the usual school procedures and taking into consideration the Covid-19 DfE travel guidance for educational settings For additional information check with EVOLVE guidance on website.</p>	
Groups of children mixing resulting in risk of more widespread transmission	<p>Children should be grouped into consistent groups that do not mix to enable track and trace and self-isolation where necessary. Groups should be as small as possible whilst providing the full range of curriculum subjects and for primary this is likely to be up to the size of a year group. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. It is accepted that the youngest children cannot socially distance from each other</p>	

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	<i>or staff. Measures should be combined and implemented as far as is possible at all times (even if not always achieved 100% of the time). Large gatherings such as assemblies and with more than one group should be avoided</i>	
Provision of food		
Food prepared on premises is compliant with Covid - 19 health and hygiene guidance	School kitchens must comply with the Guidance for food businesses on coronavirus (COVID-19)	
Catering staff are operating in a safe environment	<i>Catering staff to follow the relevant aspects of government guidance for food premises: https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery</i>	
Communications with parents and others		
Parents, contractors and other staff entering or working in the building – school complying with external requirements for staff safety	<i>Tell parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus. Inform all visitors, suppliers, and contractors that only pre-arranged calls will be allowed on site. Publish a site telephone number in case of immediate access required.</i> Reference Section 20 & 46 in School Opening Action Plan	
Suppliers understanding and complying with new arrangements	<i>Discuss new arrangements with suppliers and deliveries to be arranged for quiet times or outside school hours</i> Reference Section 46 in School Opening Action Plan	
Communications to parents and staff	<i>Regular communications</i> Reference Section 18, 19 & 20 in School Opening Action Plan	
Pupils and families anxious about return	<i>Support in place to address concerns and communications with parents on measures in place to reduce anxiety. Clear messaging on expectations for attendance and identification of those who may be disengaged, disadvantaged or vulnerable and where catch up funding may need to be applied.</i>	
Parent aggression due to anxiety and stress.	<i>Tell parents their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) to reduce anxiety</i> Reference Section 20 in School Opening Action Plan	

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

Signed: Headteacher: 

Date: 16th July 2020

Signed: ESM.....

Date.....

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

A copy of the completed assessment to be kept on file and copied to the ESM and Premises and Procurement Manager



Plymouth CAST School Opening Action Plan

Below is a detailed action plan for the full return of pupils from 7th June 2020. 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?	Review
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"> 1 member of staff (AB) is available on part-time hours as her sons are not able to attend their specialist school provision so she is sharing the care of her children with her partner. Staffing levels continuously reviewed RM to email staff to find out if anybody may need to self-isolate on their return from holiday and may not be able to start school in Sept (6.7.20) RM to alert HR if there are any such concerns and formulate a plan. 	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"> N/A 	HT/SLT	
3		Ensure appropriate SLT availability Agree contingency plans if leaders become unavailable i.e support from nearby CAST school; ESM etc	<ul style="list-style-type: none"> ESM support, Cluster Support SLT in all-day every day from September In the absence of SLT Neil Maslen to be contacted. 	HT/SLT/ESM	
4		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.	<ul style="list-style-type: none"> School is well –placed with the number of first Aid trained staff it has available. 9 Pre-school staff, 3 ks1 staff and 2 office staff paediatric first aid qualification. 5 first aid at work qualified. 	HT/SLT	

		Identify contingency measures for if a member of staff becomes unavailable.			
5		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	<ul style="list-style-type: none"> All classes will be needed Planning for a 100% return of pupils in September: BBs: R: 30 Y1: 28 Y2: 29 Y3: 29 Y4: 31 Y5: 32 Y6: 32 <ul style="list-style-type: none"> No use of smaller breakout rooms – store furniture here. Satellite office to be used in first instance for isolation and then other rooms as and when needed. – Oak room, RR room and Rainbow Room Tables organised in rows, children sitting side by side facing the board. Tape off area of 2m at front from teacher to teach from 		
6		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	<ul style="list-style-type: none"> ALL 1:1 TAs are available from September 1st – working in the classroom – to avoid using small breakout rooms where social distancing will be difficult to maintain. THRIVE interventions can be run outside weather dependent or in the staff room. All teachers have transition meetings with the proceeding teacher to discuss MyPlans and EHCPs - 20th/21st/22nd 	HT/SLT/LA	

			<ul style="list-style-type: none"> • 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. • EYFS – small cluster within the bubble with agreed staff. • 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. • Meetings to be held on Google Meet/Zoom • ED to prepare return to school resources for autistic children to be shred before a return to school • Use a phased return as appropriate – individual MyPlans/behaviour plans to be updated – removal of safe-holding. • Liaise with O-25 if we have significant concerns of being able to meet the EHCP of a child under current restrictions. • ALL children returning to school for a transition morning with their new teacher on Monday 20th or Tuesday 21st July. 1:1 will be available to support this transition. 		
7		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	<ul style="list-style-type: none"> • Return to normal classes with identified teachers and support staff. • Remove some furniture into unused break out rooms to allow for space to move around. • P.E outside in cohorts. • Stagger start times. Some children front/back. See end of document for more detail. • Nursery hours 8.45-2.45 – opportunity for staff to clean down resources at the end of the day • Staggered break times – 1 named MTA per cohort. See bottom of sheet. • Start times/school entrances: 	HT/SLT	

			<p>BBs - 08.45 - 2.45 - BBS entrance R 08.55 - 3.10 - hall fire escape Y1 - 08.50 - 3.05 - side gate Y2 - 09.00 - 3.15 - side gate Y3 - 09.00 - 3.15 front gate/reception entrance Y4 - 09.00 - 3.15 - front gate/perimeter path Y5 - 08.45 - 3.05 - front gate/perimeter path - fire escape Y6 - 08.45 - 3.05 - front gate/reception entrance</p> <ul style="list-style-type: none"> • All entrances to be staffed by class teacher, a TA with SLT floating • Parents not allowed into school building - children to be met by teacher/TA • Parent/child friendly action plan to be sent to all parents on Friday 17th July outlining the above. 		
8		<p>Identify likely numbers of vulnerable and key workers' children Plan how these will be accommodated alongside returning year groups Identify room and staff requirements</p>	<ul style="list-style-type: none"> • Key workers and vulnerable children list to be kept in the event of a localised 'lock-down'. • Return to staff rota system used from March 2020 (identify staff unable to work and modify) 	HT/SLT	
9		<p>Decide whether before and after school care club facilities will operate. If they will, plan for operation in line with Coronavirus (COVID-19): implementing protective measures...</p>	<ul style="list-style-type: none"> • Breakfast club and after-school club to start on Monday 7th September. • Children to bring in their own snacks for breakfast/after-school club • To be run in the hall to allow for more spacing and better ventilation 	HT/SLT	

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

			<ul style="list-style-type: none"> • Work set will follow directly on from class learning up until the point of isolation. • 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.) • Paper based learning will be available from the school for collection or can be sent home with siblings. • The following platforms will be used by the teachers to support learning: <ol style="list-style-type: none"> 1. BBC Bitesize 2. White Rose Maths Website 3. Oak Academy 4. Time Tables Rockstars 5. IXL learning • RM and SLT to write a School Development Plan which will outline in more detail the blended learning approach and details of curriculum content. • CS to set new children up with a Gmail account. • Accounts set up for Y1 and Y2 • Google Classroom training - shared remotely with staff to do over the summer holidays and picked up on the INSET of 3rd/4th September. 		
13		Agree staff workload expectations, including that of leaders	<ul style="list-style-type: none"> • Individual subject leads to present expectations to teachers in the 3 INSET days between now and the start of term (22/7, 3/9 and 4/9). • Removal of the expectations for setting home-learning and regular contact with pupils not attending school. • Aligning planning for Maths with White Rose should reduce some of the workload. • LW to trial a new approach to children recording their work in maths folders and not books - if successful roll this out across the school. 	HT/SLT	

			<ul style="list-style-type: none"> • Review marking and assessment policies with staff during INSET • Removal of PIRA and PUMA tests - replaced with end of unit tests in maths which can be marked 'live' with children and TAs. • AR reading assessments - no need for the teacher to mark or upload results. • Introduction of IXL to ensure effective and efficient setting of homework. CAST to provide training in autumn term. • School to move to NMM for writing - training to be delivered in the autumn term. 		
14		Agree any flexible working arrangements needed to support any changes to usual work patterns i.e staggered start and end times, rotas etc	<ul style="list-style-type: none"> • Not applicable – all staff, where possible, to work their usual hours – exception of after-school and breakfast club at this stage. • Any lunch cover in the short term to be claimed by TAs monthly. • Staggered start times within the majority of staff working hours. • RM to cover any early starters/late finishers as required. 	HT/SLT	
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"> • CW to offer an opportunity for support – SENDO to communicate. • Weekly staff meetings- well-being first item on the agenda. • Ongoing dialogue with staff; specific discussions with clinically vulnerable staff. • Weekly conversations with staff self-isolating/shielding to ensure they still feel involved and part of the team. • Share https://www.educationsupport.org.uk/ to all staff - 6.7.20 	HT/SLT	
16		ESM to put measures in place to check on Headteacher wellbeing	<ul style="list-style-type: none"> • Weekly phone call/zoom Meeting. • Weekly cluster meeting. • Additional support if required. 	ESM	

17		Discuss plans with ESM	<ul style="list-style-type: none"> On-going dialogue ESM. Send reviews weekly. 	ESM	AP updated for transition days - 24.6.20
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"> Action plan to be shared with all staff on INSET day of Wednesday 22nd July. SLT meeting on Monday 6th July to go through the Action Plan – walkthrough of key actions. September 3rd and 4th to be used to complete final onsite preparations for children returning on 7th RM to sign individual classes off on Friday 4th September. Parent action plan to be shared on Wednesday 17th July – via email. Share any CAST updated policies as and when circulated to schools. 	HT/SLT	
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"> From September 3rd INSET to be held in the school hall or outside. Staff who are self-isolating can attend via Google Meet. 	HT/SLT	See above.
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"> Continue with regular letters, specifically when changes are due to take place. Action plan to be sent to parents via email on 22.7.2020 and then re-sent on 3.9.20 School office to contact parents via phone who have previously shown a reluctance to the children coming back. Also children who don't attend the transition morning. Daily contact with staff to keep them updated on plans and how they are being developed/altered. 	HT/SLT	Complete.

		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"> Admin to send out letters to parents to identify any families whose situation may have changed and they are now entitled for FSM. Support families in registering. MW to register children on the Eden Red scheme for the summer food vouchers. Regular updates as and when needed. Changes to the behaviour policy for June 1st to continue into the new academic year - shared with children during the transition meetings. 		
22	Safeguarding	Ensure that all staff are familiar with school Safeguarding and associated policies.	<ul style="list-style-type: none"> Staff read the new KCSIE document and new safeguarding policy. Register of this kept by CS New safe-guarding induction for VM ALL staff complete online refresher training - deadline for this to complete is Monday 14th September. Certificates to be printed of and handed to CS RM to give VM training in CPOMS - account set up for her. (Wednesday 3rd September). Copy of updated CAST safeguarding policy is on the website and shared with staff. CS to create a register. Pick up any concerns during the Sept INSET days. Set up CS as the admin for the new online safeguarding tool 	HT/SLT	
23		Ensure that appropriate DSL and deputy DSL cover is available	<ul style="list-style-type: none"> Current staffing levels mean there will always be a DSL or deputy on the premises. 	HT/SLT	
24		DSL/DDSLs to discuss class with each teacher and identify and address any concerns.	<ul style="list-style-type: none"> Continued good practice. RM to remind TAs of protocol on raising concerns. CS to assign Refresher training for ALL staff to complete online w/b 3rd September. 	HT/SLT	

Commented [2]: what???

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24		Identify and agree any safeguarding provision needed to support returning children	<ul style="list-style-type: none"> • Liaise daily with teachers and SENDCO • Remind teachers of the importance of regular communication with parents through class dojo to liaise over concerns • Parents evening for Autumn term to be bought forward to the end of September • Regular updates with social workers for 4 families. 	HT/SLT	
25		Update CPOMs as required, and make any necessary LA referrals	<ul style="list-style-type: none"> • Continue good practice - RM to remind TAs of expectations. • Add new staff/RM to deliver training 3.9.20 • Remove staff leaving 	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"> • All classes spend time during the first few days discussing expectations of each other. • RM to write to parents outlining clear expectations • Personal behaviour plans will be updated- KT in Y5. 	HT/SLT	
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"> • 3rd and 4th September staff INSET to include: Risk assessment and action plan, IXL training, changes to KCSIE document, CPOMS refresher (specifically around inputting incidents) • Support teachers in planning for the first two weeks of the school year (these expectations will be agreed at SLT on 6th July and added as an appendix for this document). • Expectations shared with staff on the INSET of Wednesday 22nd July. 	HT/SLT	

28		Identify and facilitate any required first aid training including paediatric first aid	<ul style="list-style-type: none"> None required at this time 	HT/SLT	
29	Protective Measures	<p>Read the guidance on Coronavirus (COVID-19): implementing protective measures</p> <p>... and agree how this will be implemented in your school, including agreeing on any necessary changes to policy or procedure.</p> <p>Advice and support available from Paul Stewart and ESM</p>	<ul style="list-style-type: none"> Gloves and aprons to be worn for changing of nappies in pre-school – as stipulated in their care plan and the intimate care policy. 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. Immediate disposal of PPE after one use 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. Once used disposed of in tied nappy sacks, members of staff wash hands. Isolation room is thoroughly cleaned Class sizes are maximum of 32. 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) Teacher maintains 2m distance from the children when teaching the class - area tapes off Furniture removed into storage to allow for more space. Children only move from their classroom to use the toilet or access outside. Toilets assigned to year groups – R/Y1/Y2/Y3 – in classrooms. Y4/Y5 outside the classroom. Y6 – outside the classroom. Entries used for the start of the day used for break and lunch – see end of document. Communicate with parents through the action plan that only one parent accompanies children to school. 	Head Paul Stewart/ ESM	

			<ul style="list-style-type: none"> • EYFS children to be split into smaller clusters with 1 key adult. • CJ to put together a rota for EYFS to ensure use of space across the setting to help with social distancing. • Teachers to maintain social distancing of 2m from other adults across the school - tape used as a guide • Staff only allowed in staff room during their allotted breaks • 2m distancing to be maintained in the staffroom when having breaks. 		
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"> • Work with teachers to remove unnecessary furniture and equipment. • Use of all classrooms • One person per toilet at a time. Must return to class before the next child is allowed to go. • Break out rooms not to be used for interventions – staffroom to be used instead. • 1:1 maximum in sensory room • Satellite office to be left empty and clean for possible isolation purposes. • Outdoor learning essential for Preschool – CJ to produce normal weekly rota for this • Use of all school grounds for P.E and break time but ensure the classes are not mixing. • 2m taping to remain in corridors through the school. • Walking on the left hand side of the corridors – one way. • RM to conduct walk-throughs with teachers and routes for individual classes in and out of school. • Teachers practice with pupils and practice during the first few days back. 	HT/SLT	Complete.

			<ul style="list-style-type: none"> • Breaks and Lunchtimes to be staggered – see end of document. • Start time staggered: See end of document. • Separate entrances and exits for different classes – see end of document for detail. • 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. <p>THESE EXITS WILL BE USED FOR A FIRE ALARM</p> <ul style="list-style-type: none"> • Fire Alarm assembly points: <ol style="list-style-type: none"> 1. R – Top playground 2. Y1 – Top playground 3. Y2 - Top Playground 4. Y3 – Lower playground 5. Y4 – field 6. Y5 - field 7. Y6 -Path outside the front of the school • Staffroom to be accessed by staff ONLY during the break and lunchtime of their cohorts. • 2m distancing to be in place • Shared areas to be cleaned after use by each group of staff • No whole school or key Stage assemblies - assemblies to take place in individual classes. • Father James, RM and SH to lead on fortnightly AOW for each class. Praise assembly on a Friday. • KS1 lunchtime -12.00pm - 13.00pm 		
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			<ul style="list-style-type: none"> • KS2 lunchtimes - 12.30pm - 13.30pm • Packed lunches to be eaten in the classroom • School dinners in the hall - sitting at year group tables - organised to avoid sitting opposite. • Interview for new hall-time supervisor on Wednesday 8th July. 		
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"> • Deep clean in Summer holidays • Allow time between sessions for teachers to clean down surfaces • 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 reach of children • Master stock to be kept in the locked caretaker cupboard. • Class TAs and teachers responsible for cleaning of surfaces, resources and door handles. • Complete inventory for PS • Regular cleaning, by teachers and TAs, of high contact areas – end of each lesson – chairs, door handles, tables, taps. • Cleaners to repeat at the end of the school day. • Windows in classrooms to be open during school hours to allow fresh air to circulate. • Bins to be emptied at lunchtimes (or earlier if filled) into a black bin bag and then straight into the trade waste bin. 	HT	
32		<p>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</p>	<ul style="list-style-type: none"> • Continue hand washing routine as we have been using since lockdown: <ol style="list-style-type: none"> 1. wash when children first arrive, 2. at the end of each sessions, 3. following a break, 4. following a trip to another area of the school, 		

			<ol style="list-style-type: none"> 5. before and after snack time and lunchtime, 6. following a sneeze or a cough, 7. following a visit to the toilet. 8. Before children leave at the end of the day <ul style="list-style-type: none"> • All classes to have ample quantities of soap and sanitiser. • KS2 children encouraged to bring their own sanitiser. • Daily sign off of cleaning – toilets etc (to be signed by staff and monitored by SLT). • Signage across school re-affirming good habits for washing hands. – RM to put extra signs Wednesday 3rd September. • Identify areas for new on the wall sanitisers – BW to put up. • 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. • Library – maximum of two children at a time. All children going to the library must be supervised by an adult. • Responsibility for all staff to maintain these standards as well as ensuring they follow the same procedures for themselves. • Children each have a desk organiser with all they need – pencil, sharpener, ruler, glue stick (KS2), rubber – avoid needing to get out of the seat and congestion around the classroom. • Individual tables/chairs labelled. • Chairs to be stacked, by children, on tables at the end of the day. • Shared resources to be cleaned down after use – chrome books, paper-cutter, etc 		
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			<ul style="list-style-type: none"> • Sun cream to be individually named. Can only be applied by the child. Encouraged to be put on before they come to school. • Regular cleaning (by teacher/TA) of shared resources in a bubble; maths equipment, chrome books, dictionaries etc. • P.E equipment to be cleaned after each use 		
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"> • Isolate and ring parents for immediate collection - can't return until there is a period of 7 day isolation or negative test, siblings 14 days isolation or negative test. • 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. • Use of satellite office for isolation – minimise contact with adults. • Oak and Cherry room used for additional isolation rooms. • Engage with NHS Track and Trace - admin staff to alert - posters to be put in office • Staff to be given details should need to engage in the process from home. • Admin staff to chase up test results from parents • Share the process with parents and their responsibilities via letter. Add the letter to the website. • Contact local Health Protection team • Follow advice of the HPT • Communicate advice with Parents and staff • Send home anyone who has been in close contact with a person who has tested positive – 	HT/SLT	

			<p>self-isolate for 14 days from last contact with a positive person</p> <ul style="list-style-type: none"> • Deep clean of the classroom where the child was symptomatic – carried out by cleaning staff. • Staff made aware of how to apply for a test if they or anyone they live with are showing symptoms. • 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. • Liaise with CAST/Public health England over a positive test in first instance ring NM. • Parents instructed to alert school of test results • If two or more cases in school within 14 days, or rise in symptomatic absence there may be an outbreak - contact PHE/ESM • Communicate with parents. • If a positive test, the whole cohort isolates. • If staff show symptoms they must alert SLT immediately. • Staff get a test and depending on the result follow track and trace protocols. • If these symptoms occur at home they must NOT come to school – they need to ring RM to seek advice. • Staff must not make any reference to their symptoms, any test and any outcome of tests on social media to advert worry amongst the school community. • Record to be kept of cases of symptoms using form shared on Google docs – SLT and Admin. 		
34		Make arrangements for the very small number of cases where personal protective equipment	<ul style="list-style-type: none"> • Pre-School – gloves and aprons provided. Hands to be washed after removal of gloves. 	HT/Paul Stewart	

		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 Where necessary Paul Stewart will support procurement	<ul style="list-style-type: none"> 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. SLT to be made aware of any failure to uphold these procedures. BBS staff to alert the office when supplies are running at 50%. 		
35	Pupil Wellbeing	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. Work with LA for access to wider pupil/student services as required; share resource with other schools where possible	<ul style="list-style-type: none"> Continue with formal teaching of ALL children in line with the expectations and practice since June 1st. Curriculum to remain broad and balanced - to include 10% teaching time for R.E 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 	SENCo	
36	Learning	Agree what learning is realistic given the unique arrangements being putting in place, (including the relationship between face to face and remote learning)	<ul style="list-style-type: none"> 45 mins of RSE delivered fortnightly by SH following the 'Life to the Full' programme. Continue to review the risk of teaching certain aspects of the Music and P.E curriculum. 	HT/SLT	
37		Identify curriculum priorities, agree revised expectations, and any opportunities to provide catch-up support for groups, individuals and cohorts.	<ul style="list-style-type: none"> Change in maths will see a return to smaller, more frequent blocks of learning (see maths curriculum plan). Changes to Maths expectations to be shared in staff meeting on Thursday 16th July 	SLT and teachers	RR teacher being used to teach Y6 at the moment.
38		Prioritise the securing of grades and supporting evidence for GCSE, AS and A-Level students.	<ul style="list-style-type: none"> 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. 	SLT and teachers	

		<p>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>	<ul style="list-style-type: none"> • 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. • In the first two weeks children carry out an elicitation task for English - work planned in light of the needs that arise from this. • Teachers to use the new progressive English writing document - ensure coverage of the previous year's expectations - link the CAST KPis for writing. • In the first two weeks all children carry out the White Rose place value unit assessment to identify next steps in learning. • All KS1 children to have a reading assessment (decoding) - carried out by KE. Children then placed on the relevant book band for them. • Identify which children have fallen back with their reading ages - these are prioritised to receive daily 1:1 reading. • Identify Y1 children (PP) to be picked up in the Reading Recovery Plan. • All 4/5/6 children to complete an AR assessment in the first two weeks back. • Y1, Y2 and possible Y3 to start back of phase 3 for phonics - adjustments made accordingly. • Return to the reading set-up before lockdown following assessments carried out in the first two weeks. • High risk children identified – ensure high level of access to FQT. • Continue pre-lockdown focus on reading – more opportunity for 1:1 reading over small groups at this stage – all TAs to support this in the first instance. 2m distance between child and adult. 		
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		<p>At an agreed point, staff should plan to address common and individual learning gaps – future learning will be adversely affected if pre-requisite knowledge, skills and understanding are not taught and learned.</p> <p>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.</p> <p>Ensure that the online materials provided are still available for children</p> <p>Ensure that assessment systems are used appropriately and effectively to support the above.</p>			
39		Work with LA and ESM, and where applicable NHS Clinical		SENCO	

		Commissioning Group, and families to identify what provision can be reasonably provided for in line with EHC Plans			
40		Agree ongoing learning offer for pupils who continue to be out of school	<ul style="list-style-type: none"> As previously mentioned in section : <p>BBC Bitesize Oak Academy Time Tables Rockstars IXL learning</p>	HT/SLT	
41		Agree ongoing approach for offer for vulnerable children and children of key workers who are not in the returning year groups,	<ul style="list-style-type: none"> Continue to engage with parents of vulnerable children over a return to school where there is reluctance – engage with social services where necessary. With SENCO identify which children remain on a shielding list - work with parents to minimise risk to ensure a return to school when possible. Discuss issue around specific provision with the 0-25 team if necessary 	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>	<ul style="list-style-type: none"> All children attend school on either Monday 20th - Tuesday 21st July to meet their new teacher and 'reconnect with school.' See review of current RA and Action Plan for how this is managed. Staff to hold transition meetings with each other on the afternoon of Monday 20th and Tuesday 21st July. TA has been sent to the secondary schools EYFS data has been completed and sent to the Year 1 teacher. 	HT/SLT	

		<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 (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>	<ul style="list-style-type: none"> See section 3, 4 and 5 of the planning form for further details on the curriculum plans for September. 		
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		Consider staffing of classes for September.....2019-20 teachers to teach them for the beginning of 2020-21 or the whole year?			
43	Other Considerations	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 Further details on Trust reporting requirements will follow.	<ul style="list-style-type: none"> Attendance registers to resume on September 7th. Daily contact with children who don't attend school. Use support of EWO and social workers where needed. 	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"> Return to school meal offer for all children, including BBs nursery. Suspension of 'family service - food to be served in disposable boxes with disposable cutlery. Children will sit in the hall on year group tables. Packed lunches to be eaten in the classroom. Cleaning of tables following lunch. Care packages to be available for any children isolating/shielding 	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"> Building works continue to be scheduled for when the children are not in school. No planned works for the summer - just general painting of school areas by the caretaker. 	Headteacher and Paul Stewart	
46		Plan arrangements with suppliers and service providers and check they are following appropriate social distancing and hygiene	<ul style="list-style-type: none"> MW to provide clear guidance to suppliers on arrival at school. Clear signage on how and where to report being onsite. Only essential works/services to be carried out. 	SBM/ Site Manager/HT	

		measures (i.e food suppliers, grounds maintenance etc)	<ul style="list-style-type: none"> Schedule work for before and after school hours if possible – including weekends. 		
47		<p>Ensure that grounds and buildings have been checked to ensure that they are safe.</p> <p>Ensure that unused taps and toilets etc are properly flushed through prior to use.</p> <p>Ensure water temperature is safe.</p> <p>Ensure that there are adequate levels of consumables such as soap, hand sanitiser, paper tissues, bin bags etc,</p>	<ul style="list-style-type: none"> BW has continued to do his weekly checks throughout the lockdown. BW to carry out all pre-opening checks w/b 31st August 	Site Manager/ SBM	Continuing as planned.
48		<p>Welcome all children back, with or without uniform! Where parents are 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"> Uniform to be worn from September Children wear P.E kit into school to avoid having to change in school and to ensure it is washed regularly. CS to ensure we have enough stock Online ordering and payment only with pre-arranged collection - Thursday - 3rd and 4th September - 9am - 3pm. No thrift shop until further notice Staff were reminded of the need to wear uniforms that can be regularly cleaned. 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. 	All staff	Done.
49		Re-assure staff about appraisal process/expectations. There is no expectation that staff will have been working towards or	<ul style="list-style-type: none"> Re-assured. 	Headteacher	

		<p>addressing the targets for this year's cycle</p> <p>When the new school year begins we will continue to adhere to the School Teachers Pay and Conditions Document (STPCD), 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 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		Ensure that you have considered the impact on staff and pupils with	<ul style="list-style-type: none"> Considered – AB. 	SENCO	

		protected characteristics including race and disability, in developing your approach.			
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Areas for lunch play:

1. Top playground
2. Lower playground
3. Field
4. Wooded area

Lunchtime supervision:

KS1 – 12.30pm – 1pm

Vanessa
Davina
GS
Mel C
Zoey

KS2 – 1pm - 1.30pm

Sophie
Georgia
Trish
Ruth D/Kelly
SLT
GS

Music Plan – SEPTEMBER 2020



Key points about teaching of Music	Guidance reference	Intent	Implementation
All pupils should receive a broad and balanced curriculum.	<p><i>Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching...</i></p> <p><i>The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.</i></p>	All year groups to retain Music lesson	<p>Music timetabled onto curriculum for ALL years.</p> <p>Music taught in class using the BBC Ten Ten pieces.</p> <p>Any equipment used must be cleaned after use.</p> <p>No use of recorders.</p> <p>SH can move between classes to teach Music.</p>
Teachers can move between year groups	<p><i>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable.</i></p> <p><i>Ideally, adults should maintain 2 metre distance from each other, and from children.</i></p> <p><i>When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits.</i></p> <p><i>Resources that are shared between classes or bubbles, such as sports, art</i></p>	<p>Usual year groups receive specialist teaching with LWi as usual.</p> <p>Y5 & Y6 have lessons in the Music Room with entry via the outside door.</p> <p>Classroom instruments used on a rotation. Thoroughly cleaned between</p>	

	<i>and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</i>	use. Rotation will also allow a week between use.	
Peripatetic staff can move between schools.	<p><i>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Schools should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors.</i></p> <p><i>Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15,</i></p>	<p>Peripatetic lessons resume by end of September with careful management.</p> <p>Maximum 2 pupils in each group.</p>	<p>Regular team of known instrumental teachers. Sign in and out at school entry system. Route in via outside along front.</p> <p>All lessons to be run in the Library with good ventilation: One external / 1 internal door both open. All windows open.</p> <p>All pupils grouped according to year group where possible.</p> <p>Drums – No additional risk due to method of playing. All pupils required to have own drumsticks. Stool wiped between use. Teacher retains a 2m distance where possible.</p> <p>Violin – No additional risk due to method of playing. All pupils use own instrument or have a long-term loan from the school. Pupils spaced out in room. Teacher retains a 2m distance where possible.</p> <p>Flute – Some additional risk due to droplets. (The science is ongoing to determine if there is any significantly heightened risk). All pupils use own instrument or have a long-term loan from the school. Pupils spaced out in a queue.</p>

	<i>positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.</i>		<p>Teacher retains a 2m distance where possible, staying on pupils' left.</p> <p>Piano - No additional risk due to method of playing. All pupils have regular keyboard to use which is wiped down before and after use. Pupils spaced out in room. Teacher retains a 2m distance where possible.</p> <p>Brass - Some additional risk due to droplets. (The science is ongoing to determine if there is any significantly heightened risk). All pupils use own instrument or have a long-term loan from the school. Pupils spaced out in room side-by-side. Teacher retains a 2m distance where possible BEHIND pupils.</p>
Instrumental music lessons could be taught by visiting music teachers and / or class teachers in groups of up to 15.	<i>Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger</i>	<p>Peripatetic lessons to commence. See above.</p> <p>First Access provision planned for Spring Term 2021 – review at time.</p> <p>Orchestra and choirs will not run in the Autumn 1. To be reviewed in Autumn 2.</p>	<p>See above.</p> <p>Planned for Spring Term 2021.</p> <p>To be reviewed for Autumn 2. Ensemble opportunities as part of instrumental lessons.</p>

	<i>groups such as school choirs and ensembles, or school assemblies.</i>		
Large gatherings for collective worship should be avoided.	<i>Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.</i>	Use of Zoom for whole school worship? Music can still play a part of this.	Whole school worship. NO singing – pupils to hum / meditate / reflect.
The science behind playing specific instruments and / or singing loudly.	<i>Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting.</i>	Although the science is under review, the following measures should be followed.	<ul style="list-style-type: none"> -Keep singing to a soft dynamic. Use humming. -Keep physical distance when using instruments. -Do not share instruments. -Consider alternative instruments such as body percussion / wooden dowels for chair drumming -Actively encourage listening tasks. -Deliver music sessions outside where possible.