



**Welbourn CE Primary School**

**Risk Assessment School Opening September 2020**

**Hazard:** Something with the potential to cause **harm**.

**To Assess Risk:** Consider **Severity (S)** and **Likelihood (L)** **without** Control Measures. **Multiply** (S x L)= risk

**Describe Control Measures:** Control measure(s) **reduce** the likelihood, **and/or** severity of **harm**, reducing **risk**.

**Re-assess Risk**, considering Severity (S) and Likelihood (L) **with** Control Measures in place.

**Multiply** (S x L) = **Risk Rating** (with controls).

Severity (S)	x	Likelihood (L)	=	Risk Ratings (R)	
Fatality = 5		Likely = 5		20 +	Very High Risk
Injury (Specified injury / RIDDOR reportable) = 4		Probable = 4		15 - 19	High Risk
Injury (requiring treatment and/or 3 to 7 day absence) = 3		Possible = 3		9 - 14	Medium Risk
Injury (requiring treatment and/ or absence less than 3 days) = 2		Unlikely = 2		4 - 8	Low Risk
Minor Injury = 1		Very Unlikely = 1		1 - 3	Very Low risk

Prepared: 10.7.2020

Presented to Staff:

Presented to Governors: 15.7.2020

Presented to Parents:

Reviewed:

Hazard	Severity	Likelihood	Risk	The me	Government Level Key action list	School Level Control Measures - Mitigation, responses and confirmation that actions have been completed.	Severity	Likelihood	Risk
<p>People with the virus infecting others</p> <p>Risk to health due to COVID-19</p>				Prevention	<p><b>Minimise contact with individuals who are unwell by ensuring that those who have COVID-19 symptoms, or someone in their household does, do not attend school (All times)</b></p>	<p>Communicate so that everyone knows that pupils, staff and other adults do not come into the school if they have <a href="#">coronavirus (COVID-19) symptoms</a>, or have tested positive in the last 7 days, and ensuring anyone developing those symptoms during the school day is sent home.</p> <p>This will be communicated by: Staff handbook and training, Parents letters, COVID agreement and information on the website.</p> <p>Parents not to send children with symptoms to school.</p> <p>Any child displaying symptoms to be escorted straight to the isolation room and be sent home.</p> <p>Staff to inform HT as soon as any symptoms (Phone mobile). If the staff member is in school, radio the office/HT to ensure someone can be with the children (if applicable) and go home (if safe to travel, or if not attend the isolation room until support is arranged).</p> <p>Those sent home should follow '<a href="#">stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>', which sets out that they must self-isolate for at least 7 days and should <a href="#">arrange to have a test</a> to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</p> <p>Siblings of children displaying symptoms will be sent home at the same time as the symptomatic child.</p>			

<p>People with the virus infecting others</p> <p>Risk to health due to COVID-19</p>			<p><b>Child awaiting collection - isolated</b></p>	<p>Isolation rooms is the library area so that supervision can be met with the door open and a ventilated room, collection from car park entrance will be arranged to ensure that nobody will come into contact with the child who has symptoms.</p> <p>Windows should be opened to ensure ventilation. The rooms are equipped with a first-aid kit, bottled drinking water, PPE and hand sanitiser. These items are stored in a lidded box to ensure these items to not become soiled.</p> <p><b>Protocol for responding to a person(s) who has fallen ill:</b> if any pupil or staff member is showing Covid-19 related symptoms, they must be escorted to the isolation room immediately. The staff member supervising the patient must wear PPE (mask, gloves, apron, eye protector) and must oversee with the individual until they are collected from school.</p> <p>With Covid-19 related incidents schools should follow their normal protocol for responding to accidents, with the additional requirement of maintaining social distancing, the use of PPE and the need to keep the individual within the isolation room until they are collected.</p> <p>If a pupil/staff members condition is not considered critical, for children, their parents should be asked to collect them as quickly as possible. If the condition of the patient is considered critical, the emergency services should be contacted via 999. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.</p> <p>If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom (toilet in the spare mobile) The 'Do not use' sign should be displayed and the bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test &amp; Trace.</p> <p>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area</p>	
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around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people. See the [COVID-19: cleaning of non-healthcare settings guidance](#).

**Protocol for when the incident is over:** In addition to the enhanced cleaning schedule, any items used by the patient prior to being taken ill must be cleaned as quickly as possible. If this is not possible, items should be removed from use until the scheduled clean can be completed.

All PPE worn by the supervising adult must be securely double bagged and retained for 72 hours before being put in the main waste and thorough hand washing must be completed before continuing with their duties.

Schools must obtain an update on the individual's health, ensuring that Government guidance regarding testing and self-isolation is adhered to.

Office staff to track cases and save file on the G drive.

<p><b>Risk to health due to COVID-19</b></p>		<p><b>Prevention</b></p>	<p><b>Clean hands thoroughly and more often than usual (All times)</b></p>	<p>All pupils and staff will clean their hands regularly including: when they arrive at school, when they return from breaks, when they change rooms and before and after eating.</p> <p><b>Handwashing:</b> soap and water or hand sanitiser are considered suitable (paper towels acceptable ways to dry hands).</p> <p>Handwashing must take place:</p> <ul style="list-style-type: none"> <li>• upon arrival</li> <li>• after break times</li> <li>• before and after snack/lunch</li> <li>• prior to home time</li> <li>• When they change rooms</li> <li>• after coughing or sneezing into hands</li> <li>• after physical exercise</li> <li>• After toilet use</li> <li>• Before and after using extended provision</li> <li>• Before and after using shared resources outside</li> </ul> <p>All visitors must be directed to wash their hands or to use hand sanitiser upon arrival.</p> <p>Each class has a designated hand washing station. Hand sanitiser 'stations' for staff are available in each class, offices &amp; staff rooms. Sinks to be used by children.</p> <ul style="list-style-type: none"> <li>• Small children and pupils with complex needs should continue to be helped to clean their hands properly. All children should be taught how to wash their hands correctly and the NHS song can be used to support this.</li> <li>• Signs are erected in all classrooms/near all sinks to ensure that pupils are reminded how to wash their hands correctly.</li> <li>• Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books.</li> </ul> <p>Schools to ensure:</p> <ul style="list-style-type: none"> <li>• the availability of soap and hot water in every toilet and classroom. Caretaker to check daily before the start of school</li> <li>• the location of hand sanitiser, for example at the school entrance for pupils and any other person passing into the school to use, and their replenishment.</li> </ul>	
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<b>Risk to health due to COVID-19</b>				<b>Prevention</b>	<b>Ensure good respiratory hygiene by promoting a 'catch it, bin it, kill it' approach (All times)</b>	<ul style="list-style-type: none"> <li>• Staff to promote/ teach the 'catch it, bin it, kill it' approach</li> <li>• Supplies of tissues in all spaces – administrators to ensure that stocks are replenished to ensure sufficient supplies</li> <li>• Lidded bins available</li> <li>• Signage to promote good respiratory hygiene</li> <li>• Individual pupil risk assessments in place where necessary (those with an EHCP)</li> <li>• Public Health England does not (based on current evidence) recommend the use of face coverings in schools. They are not required in schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission.</li> </ul>			
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<p><b>Risk to health due to COVID-19</b></p>			<p style="text-align: center;"><b>Prevention</b></p> <p><b>Introduce enhanced cleaning, including frequently touched surfaces touched surfaces often using standard products, such as detergents and bleach (All times)</b></p> <p>Enhanced cleaning schedule includes:</p> <ul style="list-style-type: none"> <li>• more frequent cleaning of rooms / shared areas that are used by different groups</li> <li>• frequently touched surfaces being cleaned more often than normal</li> <li>• 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</li> </ul>	<p><b>Cleaning schedule (group settings):</b> if only one group is using a space, cleaning must be completed once a day.</p> <p><b>Cleaning schedule (communal areas):</b> For any areas shared but staff or different groups, at least one additional midday clean must be completed. Areas used by different groups should be cleaned in between groups. For example toilets.</p> <p><b>Cleaning supplies:</b> ensure good stock levels are maintained at all times.</p> <p><b>High touch surfaces (door handles, toilet levers, taps, banisters, soap dispensers, telephone etc) and toilets should be disinfected frequently.</b></p> <ul style="list-style-type: none"> <li>• Additional staffing in place to clean midday and after school.</li> <li>• Cleaning checklist to be completed.</li> <li>• School cleaning undertaken at 3.30.</li> <li>• Disinfection spray and antibacterial (incl virus) wipes available in each room.</li> </ul> <p>All areas thoroughly cleaned at the end of each day by cleaner. All staff to use disinfectant wipes on telephones and computers before use.</p> <p>Children and staff have their own set of resources. Unnecessary items removed. Soft furnishings/toys removed. Playdough pots for single use only. Sand trays removed. (sand pit to be used with spades only)</p> <p><b>Climbing frames to be wiped down after use. Pending additional risk assessment.</b></p> <p><b>Library book box to allow for books to be left for 72 hours before use. Books to be added back into the selection on a Monday after being cleaned on a Friday.</b></p>	
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<p><b>Risk to health due to COVID-19</b></p>		<p style="text-align: center;"><b>Prevention</b></p> <p><b>Minimise contact between individuals and maintain social distancing wherever possible (Properly consider &amp; schools put in place measures that suit their circumstances)</b></p> <p>Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</p> <p>The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:</p> <ul style="list-style-type: none"> <li>children's ability to distance</li> <li>the lay out of the school</li> <li>the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary)</li> </ul> <p>It is likely that for younger children the emphasis will</p>	<p>Children will be arranged into class bubbles.</p> <p><b>Measures within the classroom</b></p> <p>Ideally, adults should maintain 2 metre distance from each other, and from children. Teachers will aim to set their classrooms up to facilitate this. PPA and management time can be covered by the HT who may work in more than one bubble but will maintain distancing.</p> <p>Adults should avoid close face to face contact and minimise time spent within 1 metre of anyone. (no more than 15 minutes)</p> <p>This 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. Perspex screens will be provided to avoid contact.</p> <p>For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible.</p> <p>All pupils from Year 1 and above should be seated side by side and facing forwards. Pupils will have a designated desk place. Those pupils that may require additional support will be seated nearer the front.</p> <p>Unnecessary furniture will be moved out of classrooms to make more space so there is as much space between pupils as possible. Pupils will, however, be sat side by side. In most cases, 2 children will be sat at tables designed for 2 children.</p> <p>Children (Year 1 and above) to have a set place in each class and will not be able to freely move around school.</p> <p>The number of resources in classes has been reduced/reorganised in order to make sure surfaces can be wiped clean. Many resources that are not easily washable have been removed.</p> <p>For younger children, the resources made available for child-initiated learning should be carefully considered. For example, malleable resources, such as play dough, should not be shared. Children should be taught to wash their hands frequently, but particularly after using wheeled bikes, trikes and other large, movable toys. Children should be encouraged where possible not to touch their faces or to put objects in their mouths.</p>	
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be on separating groups, and for older children it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible.

Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. They have been used in schools in the summer term in recognition that children, and especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure. Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible.

Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized 'bubbles'. Whatever the size

### **Interventions**

- Staff wash hands before and after working with each pupil /group of pupils
- A space is identified for the intervention to take place, where the member of support staff will maintain a distance from the pupils (separate places for each bubble)
- The school will review groups so that each small group receiving support is drawn from one bubble only
- All equipment needed for the child is set up in the space before the start of the session / Pupils will bring all equipment they require with them to the intervention area.
- Staff go to the child's classroom, standing at the entrance to collect the pupil(s) (not entering the classroom)
- The child(ren) follows the staff member (at a distance) to the identified area and returns to class following the intervention in the same way
- The intervention is provided at a distance
- After the child(ren) has/have returned to class, the member of staff cleans the desk area and washes any equipment that needs to be used by another pupil
- Where the staff member providing support is in a high risk category; the adult can use a screen in the intervention space so the staff member can continue to be in school and provide support.

### **Measures elsewhere**

Groups should be kept apart therefore:

- Collective worship will be in classes
- Staggered lunch breaks/breaks will take place and playground zones have been established.
- Lunches to be taken in each allocated room supervised by the bubble lead/allocated lunchtime staff.
- Outside play will be on a rota and supervised to allow staff to have their break.
- Outside areas to be zoned for different bubbles. Outside toy boxes to be allocated to each bubble.
- Hand washing before and after use of playtime toys.
- Toys should be cleaned regularly.

### **Use of communal staff areas:**

- Use of staff rooms should be minimised

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. When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.

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. Again, we recognise this is

- Staff must maintain 2-metre social distancing whilst using staff facilities.
- Staff breaks are staggered wherever possible.
- Only one member of staff in the offices and photocopier areas
- Floor markings and signage to remind staff.
- Staff room to be used by 2 staff at a time and toilets to be cleaned after each use.
- Sanitizer to be used before using kettle, fridge, photocopier
- Staff to ensure all cups, plates, cutlery are washed in the dishwasher.
- Staff and governor meetings to be held virtually where possible

**Signage, posters and training:** posters encouraging social distancing and the importance of maintaining hygiene levels must be displayed around the school.

### **Staggered start and finish times**

Communicate the start and finish times with parents, drop off and collection, including that gathering at the school gates and entry to school is not permitted.

Times are based on classes but siblings can arrive and leave at the same time.

Different entrances will be used for pupils arriving:

- Main gate – Topaz/ Emerald
- Moonstone Class – Moonstone/ Amethyst
- Breakfast club/ after school – car park gate

Playground gates will be locked.

Pupils enter school, hang their coat up and must wash their hands immediately on arrival (as is the case for all pupils).

### **Other considerations**

Social stories or videos will be developed where appropriate for SEND children so that they are prepared for the changes.

### **Visitors:**

Where possible, visits should take place outside of school hours.

Parents must be asked to arrange telephone appointments should discussions with teachers be required.

Face-to-face meetings are not allowed. Urgent face-to-face meetings taken must ensure that social distancing is maintained.

		<p>not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.</p>	<p>Visitors should be asked that if they have symptoms or have been in contact with anyone who has symptoms that they do not enter the school grounds. Hygiene and physical distancing should be explained before or on arrival. Hand washing should take place immediately before and after a meeting.</p> <p>Class worship will be undertaken in each bubble - virtual worships should be undertaken.</p> <p>The office will no longer be 'open', messages will be via email and appointments telephone/virtual.</p> <p><b>Deliveries</b> - Deliveries to be left outside where social distancing is maintained. Staff should not need to sign for deliveries.</p> <p><b>Resources:</b></p> <p>Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. Hands should be washed before and after use.</p> <p>Outdoor playground equipment should be more frequently cleaned.</p> <p>Pupils must limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats and books.</p> <p><b>Entry and exit points (classrooms):</b> where possible, we will use doors leading outside in addition to the main door leading in from corridors. Fire doors to be used for entry to some bubbles and at playtimes. Doors to be pinned back where possible but fire doors must have special use of retractable door stops. (already installed)</p> <p><b>Entry and exit points (main access):</b> where possible, we will create entrance only and exit only points into the main building/site at specific times of the day</p> <p><b>Corridor usage:</b> there is low risk of contagion though passing people in corridors, however, they should only be used for safe rapid-transit from one place to another. Markings will remain to encourage social distancing.</p> <p><b>Fire strategy:</b> we have reviewed our fire evacuation strategy, taking into account</p>	
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				<p>the need to ensure class groups do not interact during an evacuation. A planned evacuation must be completed the first week of reopening.</p>			
<p><b>Risk to health due to COVID-19</b></p>			<p style="text-align: center;"><b>Prevention</b></p> <p><b>Where necessary use appropriate Personal Protective Equipment (PPE) (Specific circumstances)</b></p>	<p><b>PPE - when it is required:</b></p> <p>The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:</p> <ul style="list-style-type: none"> <li>• where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained</li> <li>• where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used</li> </ul> <p><b>PPE - what items are required:</b> should PPE be required, the following items should be provided to staff members;</p> <ul style="list-style-type: none"> <li>- a fluid-resistant surgical face-mask</li> <li>- disposable gloves</li> <li>- disposable aprons</li> </ul> <p>These items are considered single-use and must be securely placed in a lidded waste bin when no longer required.</p> <p>In addition, protective eye wear should be worn, and disinfected after use/disposed of, where there is a risk of droplets entering the eye.</p> <p>Administration team will order sufficient levels of these items.</p> <p>Staff training video circulated on correct use of PPE and Govt guidance usage sheet is kept with all PPE supplies/first aid boxes.</p> <p>PPE to be located in isolation rooms, supply in each bubble and office.</p>			

<p><b>Risk to health due to COVID-19</b></p>		<p><b>Response to infection</b></p>	<p><b>Engage with the NHS Test and Trace process (Must be followed in every case where they are relevant)</b></p>	<p><b>Communicate requirement that staff and parents will need to be ready and willing to:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">book a test</a> if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit</li> <li>- provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test &amp; Trace</li> <li>- <a href="#">self-isolate</a> if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)</li> </ul> <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS <a href="#">testing and tracing for coronavirus website</a>, or ordered by telephone via NHS 119 for those without access to the internet.</p> <p>We will issue a test to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where we think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits.</p> <p>We will ask parents and staff to inform us immediately of the results of a test:</p> <ul style="list-style-type: none"> <li>• if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.</li> <li>• if someone tests positive, they should follow the '<a href="#">stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>' and must continue to self-isolate for at least 7 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 7-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.</li> </ul>	
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					<p>Parents will receive the above information via email and it will be displayed on our website.</p>			
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<p><b>Risk to health due to COVID-19</b></p>		<p><b>Response to infection</b></p>	<p><b>Manage confirmed cases of coronavirus (COVID-19) amongst the school community (Must be followed in every case where they are relevant)</b></p>	<p>Swift action must be taken when we become aware that someone who has attended has tested positive for coronavirus (COVID-19). The EHT should be informed to contact the local health protection team. <i>This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</i></p> <p>The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</p> <p>Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:</p> <ul style="list-style-type: none"> <li>• direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</li> <li>• proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> <li>• travelling in a small vehicle, like a car, with an infected person</li> </ul> <p>The health protection team will provide definitive advice on who must be sent home. To support them in doing so, <b>we will keep a record of pupils and staff in each bubble, and any close contact that takes places between children and staff in different groups.</b> This should be a proportionate recording process. We do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.</p> <p>Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow '<a href="#">stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>'. They should get a test, and:</p>	
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					<ul style="list-style-type: none"> <li>• if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.</li> <li>• if the test result is positive, <b>they should inform school immediately</b>, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a></li> </ul> <p>Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p>			
<b>Risk to health due to COVID-19</b>			<b>Response to infection</b>	<b>Contain any outbreak by following local health protection team advice (Must be followed in every case where they are relevant)</b>	<p>If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.</p> <p>All confirmed cases should be recorded on the COVID-19 Confirmed Case record sheet on the G Drive. The HT should review the record along with the with the sickness absence weekly. The HT will work with the Health Protection Team where the trigger is met.</p> <p>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.</p> <p>In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person’s class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</p>			








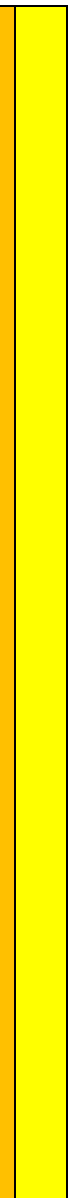
<p><b>Risk to health due to COVID-19</b></p>			<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Transport</b></p>	<p><b>Transport to school</b></p>	<p>Communication will encourage parents, staff and pupils to walk or cycle to school if at all possible. Private car use will also be an option.</p> <p>No pupils use school transport. If this were the case, we will review the risk assessment.</p> <p><b>Staff and pupils travelling by other means:</b> you must ensure that travel is done safely; If individuals are limited to using public transport and social distancing is not possible, precautions must be taken in line with guidance (i.e. to wear face coverings).</p>			
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<p>Pupils long term education, well-being and wider development is adversely impacted via the pandemic</p>		<p><b>Pupil Attendance</b></p>	<p><b>Attendance – this is mandatory from Autumn term 2020</b></p> <ul style="list-style-type: none"> <li>• parents' duty to ensure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;</li> <li>• schools' responsibilities to record attendance and follow up absence</li> <li>• the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct</li> </ul>	<p>The attendance expectations will be communicated to parents prior to the summer holiday.</p> <p><b>Registers</b> - Online registers to be taken (see register procedure) and children will not be walking freely around school.</p> <p>Absence is followed up by the office staff.</p> <p>Weekly absence reports are issued to EHT for review.</p> <p>LCC contacted where a child fails to attend school regularly.</p> <p>Attendance Procedures followed and appropriate letters issued</p> <p>It should be noted however that:</p> <ul style="list-style-type: none"> <li>• a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19)</li> <li>• shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means 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. Read the <a href="#">current advice on shielding</a></li> <li>• if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below).</li> <li>• some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school in September (usually at their next planned clinical appointment).</li> </ul> <p>Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we will immediately offer them access to remote education. We will monitor engagement with this activity.</p>	

				<p>Where children to attend school as parents are following clinical and/or public health advice, absence will not be penalised.</p> <p>The recovery curriculum will support pupils that may be anxious when returning to school.</p>			
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<p>Insufficient staff to operate the schools</p>		<p><b>Staffing</b></p>	<p><b>School Workforce - from 1 August, we expect that most staff will attend school.</b></p> <p>It remains the case that wider government policy advises those who can work from home to do so. We recognise this will not be applicable to most school staff, but where a role may be conducive to home working for example, some administrative roles, school leaders should consider what is feasible and appropriate.</p>	<p><b>Staff who are clinically vulnerable or extremely clinically vulnerable</b></p> <p>Risks to all staff, including those who are extremely clinically vulnerable and clinically vulnerable, will be mitigated significantly by the measures adopted in this risk assessment. We expect this will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall.</p> <p>Advice for those who are <a href="#">clinically-vulnerable, including pregnant women</a>, is available.</p> <p>Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the <a href="#">guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19</a>.</p> <p>Members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing. <b>The school will operate within LCC risk assessment – update due.</b></p> <p>Staff working with children where 2m is not maintained should:</p> <ul style="list-style-type: none"> <li>• using screens or barriers to separate people from each other</li> <li>• using back-to-back or side-to-side working whenever possible</li> <li>• Limit interaction for no longer than 15 minutes</li> </ul> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</p> <p>As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow the relevant guidance available for <a href="#">clinically-vulnerable people</a>.</p> <p><b>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</b></p> <p>Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the <a href="#">COVID-19: review of disparities in risks and outcomes report</a>. If people with significant risk factors are concerned, we recommend schools discuss their concerns and explain the measures the school is</p>	
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				<p>putting in place to reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate.</p> <p>People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.</p>			
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<p>Staff suffer with mental health issues</p>	  	<p style="text-align: center;"><b>Staff Well-being</b></p> <p>Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</p> <p>All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school. The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about the <a href="#">extra mental health support for pupils and teachers</a> is available. The <a href="#">Education Support Partnership</a> provides a free helpline for school staff and targeted support for mental health and wellbeing.</p>	<p>Staff to receive the Risk Assessment to enable staff comment and feel confident in new operations</p> <p>Working from Home policy in place.</p> <p>Staff risk assessment in place.</p> <p>Staff virtual meetings and well-being check in calls/emails.</p> <p>Well-being practices / resources shared.</p> <p>Staff handbook produced and staff have risk assessments and updates.</p> <p>Staff training briefing.</p> <p>Governor report updates on staff well-being</p> <p>Use of national home learning resources.</p> <p>LCC Counselling Services / Education Support Partnership promoted in staff areas.</p> <p>Managers to discuss and agree any changes to roles as staff may need to be deployed to different roles to welcome all pupils back to school.</p>	  
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Pupils with SEND do not receive appropriate support				<b>SEND &amp; Teaching Assistants</b>	Schools should ensure that appropriate support is made available for pupils with SEND	Teaching assistants and specialist staff from both within and outside the school to work with pupils in different classes or year groups.  Where support staff capacity is available, this may support catch-up provision or targeted interventions. Teaching assistants may also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher (under the Education (Specified Work) (England) Regulations 2012 for maintained schools.			
Increased risk of infection and staff unsuitable being employed				<b>Recruitment</b>	Recruitment should continue as usual. Schools continue to recruit remotely over the summer period. During the summer, safeguarding checks can be carried out remotely as set out in <a href="#">coronavirus (COVID-19): safeguarding in schools, colleges and other providers</a> . From the start of the autumn term checks will revert to being carried out in person.	Recruitment to follow government guidelines.  From Autumn onwards social distancing recruitment or virtual recruitment will take place.			
No trainee available				<b>ITT trainees/</b>	The government strongly encourages schools to host ITT trainees	ITT trainees/apprentices will be allocated a mentor to support them at school.  The mentor will ensure that the trainee is aware of all COVID operations and is provided with a copy of this risk assessment.			
Increased number of safeguarding referrals				<b>Safeguarding</b>	DSL to review policy	DSL to be given more time in the first few weeks of the term to support staff/pupils.			
Pupils not having a healthy lunch				<b>Catering</b>	Food should be provided to all pupils who want it, including FSM and universal infant free school meals	Meals will be served in bubbles to minimise contacts.  Packed lunches initially whilst detailed risk assessment and operational procedures are put in place.			

Premises meet all statutory requirements				Premises	<p>Usual pre-term checks should be completed</p> <p>Once the school is in operation, it is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on <a href="#">air conditioning and ventilation during the coronavirus outbreak</a>.</p> <p>In classrooms, it will be important that schools improve ventilation, (for example, by opening windows).</p>	<p>Caretaker &amp; HT to ensure all statutory checks are completed before the start of term.</p> <p><b>Windows:</b> where possible, windows should be opened to increase ventilation around all rooms used by staff and pupils. Staff to open windows to increase ventilation around all rooms used by staff and pupils. Windows will be open and more outdoor learning will take place so layers/coat/sunhat will be needed. Communicated to parents.</p> <p><b>Doors:</b> bearing in mind fire safety and safeguarding requirements, consider propping doors open to aid with ventilation and to limit handle use. Automatic fire door closers installed and these doors should be propped open at the start of every day.</p>			
Health & Safety and infection risks whilst off the school site				Educational Visits	<p>We continue to advise against domestic (UK) overnight and overseas educational visits at this stage see <a href="#">coronavirus: travel guidance for educational settings</a>.</p> <p>In the autumn term, schools can resume non-overnight domestic educational visits. This should be done in line with protective measures.</p>	<p>Any visits to be considered will need to be approved by the HT in advance of making any bookings/arrangements.</p> <p>Protective measures will be assessed and include:</p> <ul style="list-style-type: none"> <li>• keeping children within their consistent group, and destinations must have coronavirus (COVID-19) secure measures in place.</li> <li>• The use of outdoor spaces in the local area to support delivery of the curriculum will be supported. New educational visits procedures are under development and a full and thorough risk assessments in relation to all educational visits to ensure they can be done safely will be undertaken. This will include the control measures needed to be used and ensuring wider advice on visiting indoor and outdoor venues is compiled with. The <a href="#">health and safety guidance on educational visits</a> will be consulted when considering visits.</li> <li>• No residential visits will be arranged during 2020/21 academic year.</li> </ul>			



Loss of school identity and tone				<b>Uniform</b>	<p>We would, however, encourage all schools to return to their usual uniform policies in the autumn term. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone. 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.</p>	<p>Children are to wear usual school uniform from September 2020.</p> <p>Encourage hair to be worn up and clothes to be washed regularly.</p> <p>As the school is ventilated in line with the risk assessment, children should be dressed in layers to ensure that they are warm enough. Additional fleece/jacket may be worn.</p> <p>To support parents that may be encountering financial pressures a considerate approach will be taken.</p> <p>PE days will be communicated and children should attend school in their PE kit on these days as opposed to keeping their PE kit in school. PE will be undertaken outdoors and trainers are preferable to plimsolls at this time.</p>			
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<p>Increased risks of infection as a result of increased mixing</p>		<p style="text-align: center;"><b>Extra-curricular provision</b></p> <p>Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term. We recognise that schools may need to respond flexibly and build this up over time.</p> <p>We recognise that this will be logistically challenging for schools, particularly for clubs that would normally offer support across year groups, where parents are using multiple providers, or where childminders are picking up/dropping off pupils. Schools should carefully consider how they can make such provision work alongside their 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 schools should use small, consistent groups.</p> <p>Schools can consult the guidance produced for summer holiday childcare, available at <a href="#">Protective measures for out-of-school settings during the coronavirus (COVID-19)</a></p>	<p>After school clubs will be class/bubble based.</p> <p>Children attending a sports after school club will wear PE kit on that day.</p> <p>Contact sports are not permitted.</p> <p>Hygiene measures applied to PE operations will apply to afterschool clubs.</p> <p>Breakfast Club and After school club operations are dependent on having adequate staffing and suitable operations in place. The operations of these clubs will be reviewed in late August/September with the aim of reopening where possible.</p> <p>Initial considerations include:</p> <ul style="list-style-type: none"> <li>• Provision will be made in the current Emerald Class mobile to ensure that bubbles can be separated.</li> <li>• The mobile will be divided in three, ensuring there is at least 2m between the groups.</li> <li>• In the first instance, provision will be limited to a needs basis, prioritising key worker children.</li> <li>• Bookings would need to be at least a week in advance. Daily bookings will not be available.</li> <li>• The hours of operation will be reduced to allow for enhanced cleaning at the end of the day.</li> <li>• Full risk assessment to be undertaken including the serving of food. (this will be limited)</li> <li>• Outdoor activities will be promoted.</li> </ul>	
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		<p><u>outbreak</u> as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this. As with physical activity during the school day, contact sports should not take place.</p>		
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Loss of learning			<p>The key principles that underpin our advice on curriculum planning are:</p> <p>education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.</p> <p>remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</p> <p><b>Informed by these principles, DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021:</b></p>	<p><b>Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content.</b></p> <p>All subjects will continue to be taught</p> <p>Within subjects of the most important components for progression will be prioritised. The <a href="https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools?utm_source=7%20July%202020%20C19&amp;utm_medium=Daily%20Email%20C19&amp;utm_campaign=DfE%20C19">https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools?utm_source=7%20July%202020%20C19&amp;utm_medium=Daily%20Email%20C19&amp;utm_campaign=DfE%20C19</a> will be used to support identification of key concepts in maths.</p> <p>Teachers will consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.</p> <p><b>Aim to return to the school's normal curriculum in all subjects by Summer term 2021.</b></p> <p>A recovery curriculum will be delivered to support pupils return to school. The first 2 weeks of school will include a limited timetable focusing on key aspects of well-being and reconnection, recovery and establishing routines.</p> <p>Curriculum modifications will take place so teaching time is prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than Summer term 2021.</p> <p>Key concepts/knowledge will be identified and taught.</p> <p>Staff will review the previous year's curriculum so they are aware of gaps that will need to be filled.</p> <p>The long term plan will be reviewed and revised to address gaps.</p> <p><b>Plan on the basis of the educational needs of pupils</b></p> <p>Curriculum planning will be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class,</p>	
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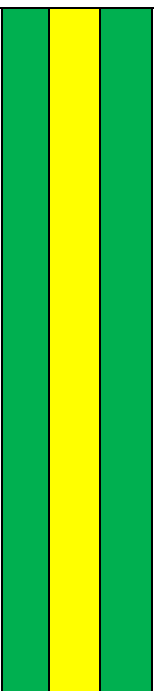
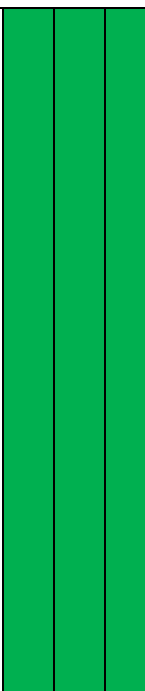
			<p>talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.</p> <p>Baseline assessments will be completed by October half term but not within the first 2 weeks of attending school to ensure appropriate catch up actions can take place.</p> <p><b><i>Develop remote education so that it is integrated into school curriculum planning</i></b></p> <p>Curriculum maps for English and Maths will be developed and followed by pupils in school and at home. The National Oak Academy resources will be accessed to support delivery where needed.</p> <p>Knowledge organisers identifying the key knowledge to be learnt will developed and used both in school and at home.</p> <p>Microsoft Teams will be used to enhance remote provision.</p> <p>Remote education will match in school provision.</p> <p>Relationships and health education (RHE) will be taught in line with the long term plan.</p>	
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<p>Pupils fitness levels deteriorate</p>				<p style="text-align: center;"><b>PE</b></p> <p>Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</p> <p>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</p> <p>Schools should refer to the following advice:</p> <p><a href="#">guidance on the phased return of sport and recreation</a> and guidance</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 will take place.</p> <p>Staff training on the above will take place during Autumn term.</p> <p>PE will take place in classes or smaller groups.</p> <p>PE will take place outside and children will need warm PE kits to support this.</p> <p>Children will wear PE kits on PE days.</p> <p>Sports equipment thoroughly cleaned between use by different groups.</p> <p>Sports equipment rotations may be operated in line with guidance.</p> <p>Contact sports will not be permitted.</p> <p>Teachers/sports coaches will revise PE plans on this basis.</p> <p>Full risk assessment and staff guide will be put into place prior to September 2020. Where external coaches are used they must adhere to these procedures.</p> <p>Regular active breaks, brain breaks will be carried out within lessons and throughout the day due to children being kept within the classroom for a significant amount of time.</p>			
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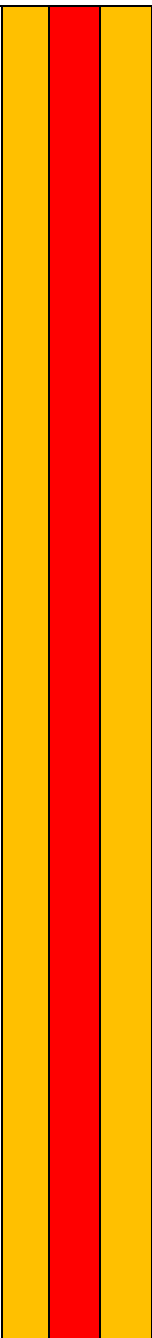
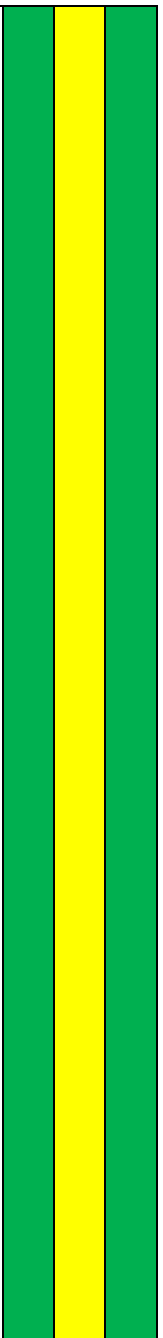
				<p>from <a href="#">Sport England</a> for grassroots sport advice from organisations such as the <a href="#">Association for Physical Education</a> and the <a href="#">Youth Sport Trust</a></p> <p>Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular 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>Children have significant gaps in learning</p>			<p><b>Catch up support</b></p>	<p>Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published <a href="#">guidance on effective interventions to support schools</a>. For pupils with complex needs, we strongly encourage schools to spend this funding on catch-up support to address their individual needs.</p>	<p>Baseline assessments to be completed for all children by early October. Ongoing assessments will take be integral to every lesson.</p> <p>Government guidance on catch up funding to be reviewed and implementation plans developed – pending the release of government guidance.</p>			

<p>Pupils suffering with mental health issues as a result of the pandemic</p>				<p style="text-align: center;"><b>Pupil Well-being</b></p>	<p>Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:</p> <ul style="list-style-type: none"> <li>• support the rebuilding of friendships and social engagement</li> <li>• address and equip pupils to respond to issues linked to coronavirus (COVID-19)</li> <li>• support pupils with approaches to improving their physical and mental wellbeing</li> </ul>	<p>HT attend the Department for Education, Public Health England and NHS England webinar for school and college staff to set out how to support returning pupils and students. The recording will be available to access online afterwards - see <a href="#">DfE - Supporting pupil and student mental wellbeing</a></p> <p>Teachers can access the DfE relationship, sex and health education training modules for teachers to support them in preparation to deliver content on mental health and wellbeing. The training module on <a href="#">teaching about mental wellbeing</a>, will form part of teachers CPD.</p> <p>The Recovery Curriculum will be developed to support pupils well-being.</p> <ul style="list-style-type: none"> <li>• Staff guidance shared - G drive/email.</li> <li>• Staff training undertaken</li> <li>• Staff attended Healthy Minds training.</li> <li>• Staff to access MindEdlearning platform for professionals, which includes a <a href="#">coronavirus (COVID-19) staff resilience hub</a> with materials on peer support, stress, fear and trauma and bereavement.</li> </ul> <p>SENDCO to consider we they are working with school nursing services to support the health and wellbeing of our pupils; school nursing services have continued to offer support as pupils return to school – school nurses as leaders of the <a href="#">healthy child programme</a> can offer a range of support including:</p> <ul style="list-style-type: none"> <li>• support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues</li> <li>• support for pupils with additional and complex health needs</li> <li>• supporting vulnerable children and keeping children safe</li> </ul> <p>Continue to work with the healthy child programme</p>			
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<p>First aid practices are carried out correctly</p>		<p style="text-align: center;"><b>First Aid</b></p>	<p>Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).</p> <p>For non Covid-19 related incidents, schools should follow their normal protocol for responding to accidents. There is no requirement for PPE other than what is normally recommended. Ideally staff within a group would be trained so that they could deal with non Covid-19 related incidents.</p>	<p><b>Temperature checking:</b> non-contact, infrared forehead thermometers must be used. <b>Temperatures should only be taken if a person is displaying Covid-19 symptoms.</b> Schools must ensure the patient is in isolation before their temperature is taken.</p> <p>Most staff have First Aid training and some have Paediatric First Aid training.</p> <p>Office staff to ensure that first aid boxes are fully equipped - one per bubble.</p> <p>Each bubble to have access to basic first aid kit and forms.</p> <p>Walkie talkies used for each bubble to communicate as needed.</p>	
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<p>Risk of exclusion</p>				<p style="text-align: center;"><b>Behaviour</b></p>	<p>Schools should consider updating their behaviour policies with any new rules/policies, and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. individual needs and should also consider how to build new expectations into their rewards system.</p> <p>Schools should work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.</p>	<p>COVID behaviour policy amendments in place</p> <p>COVID home school agreement in place – to revise based on new guidance</p> <p>Pupils who are struggling to reengage will be identified. Individual risk assessments are in place where necessary.</p> <p>Staff will work with the Pupil Reintegration Unit where appropriate.</p> <p>Recovery Curriculum in place to support pupils return to school.</p> <p>We will:</p> <ul style="list-style-type: none"> <li>• proactively teaching new rules to staff (email and staff briefing) , pupils (Day 1) and parents (information leaflet)</li> <li>• regularly and rigorously reinforcing behaviour throughout every day</li> <li>• consistently imposing sanctions when rules are broken, in line with the policy, as well as positively reinforcing well-executed rules through encouragement and rewards new online superstar</li> </ul> <p>Posters will be displayed around the school remind people of good handwashing and respiratory hygiene</p> <p>Staff will need to explicitly teach and supervise health and hygiene arrangements such as handwashing, tissue disposal and toilet flushing.</p>			
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<p>Lost learning due to non-attendance (medical or lockdowns)</p>		<p style="text-align: center;"><b>Curriculum</b></p>	<p>For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19).</p> <p>In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.</p>	<p>For self-isolating pupils, and those pupils unable to attend due to COVID-19, remote education plans are in place.</p> <p>In the event of a school/partical school closure, immediate remote education will commence.</p> <p>Remote education plans will be confirmed by the end of September.</p> <p>Remote education plans will:</p> <ul style="list-style-type: none"> <li>• use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations</li> <li>• give access to high quality remote education resources</li> <li>• select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use</li> <li>• provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</li> <li>• recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so we will work with families to deliver a broad and ambitious curriculum.</li> </ul> <p>When teaching pupils remotely, we will:</p> <ul style="list-style-type: none"> <li>• set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects</li> <li>• teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject</li> <li>• provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos</li> <li>• gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work</li> <li>• enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding</li> <li>• plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers</li> </ul>	
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			<p>We will avoid an over-reliance on long-term projects or internet research activities.</p> <p>We will update this provision in line with updated DFE guidance.</p> <p>We will review the curriculum maps for key subjects for year groups due to be issued in July to develop the ability to switch from classroom teaching to remote provision immediately in case of local lockdowns or self-isolation.</p> <p>We will use the DfE <a href="#">quality assured list of remote education resources</a> to support provision and we may use some of our catch-up funding on remote resources in line with the access to technology section of the <a href="#">EEF's COVID-19 support guide for schools</a></p> <p>We will use the Oak National Academy, including their video lessons, to support our provision.</p> <p>We will access support to use Microsoft Teams to support our provision.</p> <p>We have ensured those entitled and in need of to a laptop/tablet receive this support.</p> <p>We will ensure that our use of platforms is compliant with our safeguarding obligations (The National Cyber Security Centre, on <a href="#">which video conference service is right for you</a> and <a href="#">using video conferencing services securely</a> annex C of the guidance on <a href="#">Safeguarding and remote education during coronavirus (COVID-19)</a>, , as well as statutory guidance on online safety of <a href="#">keeping children safe in education</a>.)</p>	
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#### Coronavirus (COVID-19) specific risk assessment notes:

Everyone needs to assess and manage the risks from coronavirus (COVID-19). **This means school employers and leaders are required by law to think about the risks the staff, pupils and young people face and do everything reasonably practicable to minimise them, recognising they cannot completely eliminate the risk of coronavirus (COVID-19).** School employers must therefore make sure that a risk assessment has been undertaken to identify the measures needed to reduce the risks from coronavirus (COVID-19) so far as is reasonably practicable and make the school COVID-secure. General information on how to make a workplace COVID-secure, including how to approach a coronavirus (COVID-19) risk assessment, is provided by the [HSE guidance on working safely](#).

Schools should undertake a coronavirus (COVID-19) risk assessment by considering the measures in this guidance to inform their decisions and control measures. A risk assessment is not about creating huge amounts of paperwork, but rather about identifying sensible measures to control the risks in the

workplace, and the role of others in supporting that. The risk assessment will help school leaders and employers decide whether they have done everything they need to. **Employers have a legal duty to consult their employees on health and safety in good time. It also makes good sense to involve pupils (where applicable), young people and parents in discussions around health and safety decisions to help them understand the reasons for the measures being put in place.** Employers can do this by listening and talking to them about how the school will manage risks from coronavirus (COVID-19) and make the school COVID-secure. The people who do the work are often the best people to understand the risks in the workplace and will have a view on how to work safely. **Involving them in making decisions shows that the school takes their health and safety seriously.**

### **Sharing your risk assessment**

Schools should share the results of their risk assessment with their workforce. If possible, they should consider publishing it on their website to provide transparency of approach to parents, carers and pupils (HSE would expect all employers with over 50 staff to do so)

### **Monitoring and review of risk controls**

It is important that employers know how effective their risk controls are. **They should monitor and review the preventive and protective measures regularly, to ensure the measures are working, and taking action to address any shortfalls.**

School employers should have active arrangements in place to monitor that the controls are:

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

### **Consulting employees (general)**

Leaders are encouraged to ensure that consultation on any changes to risk assessments that will be in place for the start of the autumn term commence with staff before the summer break, to ensure that those that are on term-time only contracts have adequate time to contribute.