

COVID-19 – September School Reopening - Risk Assessment and Action.

School:	Richardson Endowed Primary School
Headteacher:	Mrs K Mason
Guide to RAG status: GREEN: Risk managed and within target risk rating. AMBER: Action required to reduce risk rating, but actions are in hand and progress is adequate. RED: Risk is greater than we can tolerate, and plans are either inadequate or progress is not being made.	

LEARNING ENVIRONMENT	What needs to be done	Who	Actions/Outcomes	Issues	RAG risk (likelihood of not happening & impact) (colour box below)
<ul style="list-style-type: none"> Ensuring that the school building can do all possible to maintain social distancing 	<p>Determine the total number of teaching spaces.</p> <p>Arrange desks according to guidance.</p> <p>Mark out the driveway to ensure parents are clearly guided when dropping off and collecting their children, still following the social distancing guidance of 2 metres.</p>		<p>Kerry Drive entrance spray-painted with one-way guidance and 2 metre social distancing markers. Bubble entrances clearly marked out with coloured paint and signs.</p> <p>Playground spray painted for fire assembly points and lining up of classes.</p> <p>All excess non-washable items/spare furniture removed from classrooms.</p> <p>Letters, behaviour codes and code of conduct shared with staff, parents and children so everyone is clear about expectations.</p> <p>Letters to parents to share information, followed by a text/phone call to let the parents know any details such as P.E. days.</p> <p>Staggered opening and collection times for different bubbles.</p> <p>Rotas for playtime and lunchtimes to ensure social distancing.</p> <p>Each class assigned a separate playground area for outdoor learning and times that these are available, as well as guidance about which door to use to access this.</p> <p>Windows and doors of bubble rooms and communal rooms to be opened in the morning to allow fresh air to circulate. Fan heating only to be switched on when children are not in room to avoid spread of possible infection!</p>	<p>Staggered opening and collection times could be a problem if parents don't stick to strict timings. Also, majority of pupils have siblings so parents will need to manage more than one child.</p> <p>Is this environment and routines right for children's well-being? Continue to support children's well-being in this unprecedented time.</p>	

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<ul style="list-style-type: none"> Movement around the school 	<p>Set out how the pupils and staff move around the school – corridors, stairways, where possible have people moving in one direction. Have staff monitor the movement of pupils at all times.</p>	<p>Kerry Drive entrance has been sprayed with guidance lines and the code of conduct/behaviour plan has instructions for entering and exiting the school site. Different bubbles being welcomed and dismissed at different times (please see bubble timetables). Bubbles will line up on the playground as they come into school and before they leave, using the coloured bubble numbers as guidance. Bubble staff will then instruct their children to enter the classroom in a safe social distancing manner wherever possible. 3 entrances all from Kerry Drive. Yellow entrance for Smalley Childcare (See Annex 1), Years R and 2. Orange Gate for years 1 and 3. Blue Gate for years 4, 5 and 6. This will change once we can open up our main road entrance after the building work is complete at the end of week 2.</p> <p>Playtime and lunchtime rota to avoid crossing of paths.</p> <p>Each class bubble has been assigned a separate outdoor space for outdoor learning and also the times that these are available/not available have been shared with bubble staff.</p> <p>Top School – Tape on the corridor floor to mark where children/adults cannot go past.</p>	<p>Corridor in top school building is not 2m wide.</p> <p>Top school building has 3 classrooms but only one set of toilets. These will have extra cleaning at lunchtime.</p> <p>Possible passing of class bubbles on playground. Staff need to adhere to strict managing of children when moving from classroom to lunch hall or playground area.</p>	
<ul style="list-style-type: none"> Expectations of pupils in class 	<p>Are pupils expected to sit singly? What is the expectation re movement?</p>	<p>Clear understanding of classroom expectations, which are that desks will be placed facing same direction (see Annex 2 September Guidance for Staff) and children will be expected to stay at these unless instructed otherwise. Children will need permission to attend the toilet area when there are no other children in there.</p> <p>Children will be assigned a desk that will be theirs at all times throughout the day.</p> <p>Expectations of behaviour will be communicated to parents via our school website and to the children on arrival at school each day. Bubble staff will manage the movement of children throughout the day to ensure that social distancing guidance is followed as much as possible.</p>	<p>Children who find it difficult to follow rules. Children who need a reassuring hug.</p> <p>Concerns over a few children who find it difficult to follow rules.</p> <p>Arrangements for children who need intimate care.</p>	
<ul style="list-style-type: none"> Start and finish of the school day 	<p>Set out the exact arrangements for pupils coming to school at the beginning of the day and leaving at the end.</p>	<p>Letter to parents outlining the procedures and expectations. Please refer to school website. Annex 3</p> <p>In a letter to parents, it is clearly stated that social distancing must be adhered to and all contact with staff is to be done through telephone calls and emails.</p> <p>The arrangements are:</p> <ul style="list-style-type: none"> Bubble 1 - Year 1 pupils via Orange Gate: 9.00am start 3.00pm finish 	<p>Peoples not following school direction, with regard to social distancing.</p> <p>Parent/carers who are late/early bringing and collecting children.</p>	

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		<ul style="list-style-type: none"> • Bubble 2 - Year 2 pupils via Yellow Entrance: 8.45am start 2.45pm finish • Bubble 3 - Year 3 pupils via Orange Gate: 8.45am start 3.00pm finish • Bubble 4 - Year 4 pupils via Blue Gate:8.45am start 3.00pm finish • Bubble 5 - Year 5 pupils via Blue Gate: 8.30am start 2.45pm finish • Bubble 6 - Year 6 pupils via Blue Gate: 9.00am start 3.15pm finish <p>Please Note: EYFS new starters will have a morning visit in groups of 6 from Monday 7th September and experience a school lunch before being collected. From Monday 14th September EYFS will start full-time. They will be entering by the Yellow Entrance at 9.15am and leave by the Yellow entrance at 3.10pm.</p> <p>Parents to bring all children to Kerry Drive entrance which is marked out with a one-way system and arrows which are 2 metres apart to help maintain safe social distancing. The arrangements will be the same at the end of the school day. Entrances for different class bubbles are marked with coloured spray paint and signs. (Balloons for first day!)</p> <p>Parents with children in different bubbles have been instructed to queue up separately for each class time to avoid children wandering around school and if necessary to leave the drive between different class bubble times.</p> <p>A member of staff will be present to offer guidance to parents/carers on accessing the one-way system and entrance/exit into school.</p>		
<ul style="list-style-type: none"> • Isolation spaces 	<p>Set out the arrangements if a pupil/member of staff is displaying symptoms of COVID-19 at school.</p>	<p>Break out space by the back (green) fire door to be used as an isolation room – door to be left fully open with staff member stood in doorway dressed in full PPE until parent arrives. Access to a sink and drinking water and toilet in shower room. Contact Public Health England.</p> <p>Member of staff that is looking after the child to be dressed in full PPE. PPE to be available for staff who need to come into contact with the ill person.</p> <p>Parents of child to be informed and will need to collect immediately and will need to self-isolate for 10 days (household for 14 days). Testing to be accessed.</p> <p>Follow all government guidance.</p> <p>Staff/cleaners, wearing appropriate PPE equipment, to clean the infected rooms.</p>	<p>If parents are unable to collect their child immediately.</p> <p>Putting staff and cleaning staff at risk.</p> <p>If child/adult need the toilet then the toilet will then have to be cordoned off until thorough cleaning has taken place.</p>	

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<ul style="list-style-type: none"> • Fire alarms/fire drills 	<p>Set out the process for evacuating the school if a fire alarm is set out. What is the process to test the new arrangement?</p>	<p>The arrangements are the same procedures to leave the building by the classrooms outside doors. Temporary coloured markings are on the playground for where each class bubble group of children need to stand to for safe social distancing.</p> <p>There will be a fire drill on the week beginning 7th September 2020. Whole school fire evacuation completed on 11th September 2020.</p>	<p>Children not keeping a safe social distance.</p>	
<ul style="list-style-type: none"> • Mealtimes 	<p>New arrangements to ensure that the class bubbles are kept at a safe social distance from each other.</p>	<p>Different class bubbles assigned different lunchtimes, which has been set out on the timetable provided to all staff. See Annex 4 Lunchtime Arrangements.</p> <p>The children will eat their lunch in their allocated classroom or the school hall, at their assigned table, along with the Mid-day supervisor.</p> <p>The staff in the classroom will wipe down the tables at the start of lunch and place a pudding and drink on the table when the children go out with the Mid-day supervisor to collect their lunch.</p> <p>The school lunch provided will be a hot lunch but not for day 1 and day 2 due to building work.</p> <p>Children may bring a packed lunch in a disposable container or personal lunch box which must be clearly labelled. This will be stored on or under their table for the whole day.</p> <p>EYFS and KS1 children can still have their free lunch if required. Children who have free school meals are still entitled to these.</p> <p>Separate timetable for Mid-day staff, setting out the arrival and departure time. (Annex 4)</p>	<p>Children picking up wrong lunchbox.</p> <p>Tables will need to be cleaned and sanitised before meal -times.</p> <p>Staff to ensure they get breaks through the day.</p>	
<ul style="list-style-type: none"> • Break times 	<p>Set out the break arrangements at the school to allow pupils to go outdoors. This should include supervision and expectations of pupils</p>	<p>Children may bring a snack for playtimes, however they must not share it.</p> <p>Children to eat their snack at their table before they go outside. Class bubble staff to timetable this into their daily timetable.</p> <p>Children will go out into the playground for playtime on a rota two groups at a time – one group using the top (upper) playground and two groups using the bottom (lower) playground which will be split into 2 clear zones.</p> <p>Please see the rota and class timetables for the allotted times.</p> <p>Children will not be allowed any playground equipment and are not allowed on the permanent play equipment.</p>	<p>Teach children different games that they can play following social distance guidelines.</p>	

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			<p>Children will be directed to keep a safe social distance and avoid any close physical contact wherever possible.</p> <p>Class bubble staff to manage their break times between them.</p>		
<ul style="list-style-type: none"> School Cleaning 	<p>Set out the cleaning schedule in the school and how the current arrangements should change.</p> <p>Set out the arrangements and expectations for cleaning during in classrooms during the school day (e.g. whiteboards, equipment etc.)</p>		<p>3 x cleaners for 2 hours per evening. Caretaker in for 4 ½ hours per day.</p> <p>Caretaker to switch lights on in the morning to stop other staff from having to touch them, open doors and windows to avoid staff touching. End of day caretaker to switch lights off and close all doors and windows.</p> <p>Instruct staff to clean any equipment throughout the day and provide appropriate cleaning materials.</p> <p>Toilet guidance, following recent guidelines. All staff to wipe the toilet with non-contact wipes after they have used it and thoroughly wash hands.</p>		
<ul style="list-style-type: none"> Heating and lighting 	<p>Check that the heating/lighting/sockets are working effectively</p>		<p>Checked daily.</p>		
<ul style="list-style-type: none"> Communal areas 	<p>Set out the expectations on communal areas – e.g. hall, staffroom, kitchen, offices</p>		<p>Office only to be used by office staff and Headteacher. There is tape at the entrance of the office, to remind staff and pupils.</p> <p>Staffroom is only to be used by 4 staff members at any one time and at a safe social distance.</p> <p>The Sensory Garden can be used by staff ONLY, adhering to social distancing guidance, for break times and lunchtimes.</p> <p>Staff can bring own individual drinking bottles and crockery and cutlery if they so wish but school crockery and cutlery is available.</p> <p>The little kitchen area in the lower building can have two in it at any one time at a safe 2 metre distance.</p> <p>There is a pack of wipes and gloves at each photocopier for staff to clean the buttons after they have used it.</p>	<p>Staff not adhering to rules.</p>	
<ul style="list-style-type: none"> Transport 	<p>Set out the general home to school transport arrangements for pupils at the school. Set out issues for specific groups of children</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	

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SAFEGUARDING	What needs to be done	Who	Actions/Outcomes	Issues	RAG risk (likelihood of not happening & impact)
<ul style="list-style-type: none"> DSLs 	Set out the arrangements ensuring the safeguarding team are available during the school day and are easily identifiable to pupils, staff, and parents		All DSLs (Kate Mason – Headteacher, Magnus Redgrave and Emma Reckless) onsite. This is communicated in school and on our policy through both names and photographs. Children who are attending school will be reminded of who the DSLs are. Parents will be reminded via the school website.	A DSL must be available for telephone consultations.	
<ul style="list-style-type: none"> Vulnerable Pupils 	Set out the arrangements for supporting safeguarding the pupils you deem vulnerable pupils on roll - both for those in school and those at home		Family Liaison Worker (Hannah Petrie) and Headteacher to liaise with family of vulnerable children. Vulnerable children in school given opportunity each school day to talk one to one to member of staff. My Concern regularly updated and communication between DSL, Hannah Petrie and SENCO and members of staff paramount.	Parents not answering phone. Getting close enough to the child to have private conversation whilst keeping a safe social distance. Limited spaces available	
<ul style="list-style-type: none"> Personal risk assessments 	Are there personal risk assessments in place to protect other children and staff from children who have had problems with behaviour and might not be able to observe the need for social distancing?		Need an individual plan writing and putting in place for any child requiring it.	Parents may be unhappy that their child needs a risk assessment. Risk of harm to other children if a child harms another (such as biting) Inclusion	
<ul style="list-style-type: none"> Pupils requiring close/intimate contact 	Set out the arrangements for pupils who require very close contact (e.g. those with physical disabilities)		SENCO has identified children who require intimate contact include those children, who are not toilet trained in Class R, 1 and 2.	Parents not being contactable If child cannot clean themselves.	
<ul style="list-style-type: none"> Online safety 	What are the arrangements for online safety with virtual schooling?		<ul style="list-style-type: none"> -All videos to be uploaded to school YouTube through -- (videos to remain unlisted and recommended videos only to show from school playlist). -Website comments must still be posted without surname, child and adult. -Teachers to check they are ok to upload images to the school website the first time a parent sends them in. -Teachers will not livestream 1-1 or just to children. -Teachers will check all links before posting them -Teachers will watch all videos before posting them and check recommended videos are appropriate. -Teachers must still follow GDPR when signing class up for online resources or services. -Any online safety concerns to be logged on My Concern and highlighted to KM, MR or ER. -Teachers will not direct pupils to use any service with open messaging (messaging which allows anonymous or guest posts). -- will update online safety and create parent friendly online resource page. 	Screen time	
<ul style="list-style-type: none"> On site meetings 	Set out the arrangements for visitors and parents on site for meeting etc.		Parents to arrive with children to bottom entrance, using the one-way and 2-metre distancing system and wait in allocated space for member of staff to welcome child.		

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			<p>Parents collecting children during the school day to come to the Kerry Drive entrance.</p> <p>No arranged face-to-face meetings unless absolutely necessary – all to be done on the telephone.</p>		
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STAFFING	What needs to be done	Who	Actions/Outcomes	Issues	RAG risk (likelihood of not happening & impact)
<ul style="list-style-type: none"> Rotas 	Set out the staffing rota arrangements taking account of the numbers of teaching and support staff required to cover the pupils on site, safeguarding, mealtimes, cleaning, leadership, and management		<p>Teachers and TAs to cover all playtime duties for their own class bubble. Protected lunchbreak of at least 30 minutes for all teaching and TA staff.</p> <p>2 x cleaning staff (2 hours per night)</p> <p>1 caretaker 4 ½ a day</p> <p>4 x senior leaders on site</p> <p>1 x office staff</p> <p>Paediatric first aider on site everyday</p>	<p>Illness of bubble staff not COVID-19</p> <p>DSL available to work in school</p> <p>Caretaker/cleaner/office staff member available during the school day</p>	
<ul style="list-style-type: none"> Well-being and mental health 	Set out the arrangements to support the well-being and mental health of staff		<p>School has subscribed to 'Headspace' - Staff member to provide activities for staff members.</p> <p>Richardson buys in to Education Mutual, with counsellors and mental health advisors available to speak to, if required.</p> <p>Head-teacher to remain in contact with all staff via a range of media i.e. WhatsApp, phone calls, video conferencing, email and now face to face etc.</p>	<p>Risk of extreme anxiety for members of staff working on the school site with no PPE.</p> <p>Risk of anxiety for staff who have had extensive time at home. 5 members of staff have not taught a class since February 2020.</p>	
<ul style="list-style-type: none"> Testing 	Set out the testing arrangements there are for staff and the arrangements for a member of staff with symptoms of COVID-19		All teaching and educational support members of staff eligible to Government testing. All staff have been sent the link to the Government testing webpage. We have now received testing kits in school.	Availability of tests if not enough in school.	
<ul style="list-style-type: none"> New staff 	Set out the arrangements for induction of staff new to the school (including supply)		New Year 3 teacher covering Maternity Leave.	Amend induction programme for prospective new members of staff.	N/A
<ul style="list-style-type: none"> Staff communications 	Set out the staff communication arrangements (including briefing, team/whole staff meetings/training days)		Communications are through a range of media: Phone calls, Microsoft Teams, Zoom (staff meetings/briefings/wellbeing/training), WhatsApp, email, text messaging and now face to face at a 2m distance etc.	Time taken to over communicate to ensure the right message is being given and understood and to ensure staff well being monitored.	
<ul style="list-style-type: none"> Reception 	Set out the arrangements for the school reception. How are staff protected?		<p>From September 2020, two members of staff in the school office but work 2m apart. They have agreed to communicate with each other when required to move to ensure they remain at a safe social distance at all times. Office door kept wide-open, glass reception window to always be kept closed, in the event of a visitor. All surfaces used are disinfected and wiped down every night.</p> <p>No children to be sent to the office. All communication with office/headteacher's room to be managed from bubble room during the school day.</p> <p>Reception entrance to not be used by parents/carers. Kerry Drive entrance allows social distancing access.</p>	<p>Risk of contamination with an increased number of staff and pupils returning to school.</p> <p>Risk of more contact with parents/carers/visitors at the reception window.</p>	

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CURRICULUM	What needs to be done	Who	Actions/Outcomes	Issues	RAG risk (likelihood of not happening & impact)
<ul style="list-style-type: none"> Year Groups 	Set out the curriculum delivery arrangements for each Year Group		<p>Use Embark Recovery and Re-connection programme. All resources have been given out to staff in July.</p> <p>Assessment of children for gaps in learning and those who will have made 'SUPER' progress.</p> <p><u>EYFS and KS1</u></p> <p>Label iPads for use by individuals.</p> <p><u>UKS2</u></p> <p>Label 58 windows tablets with children's names. 1 each.</p> <p>Use of Prodigy to set strand specific maths activities also tracks assessment data.</p> <p>Kahoots can be used for assessment and learning.</p> <p><u>All</u></p> <p>Outdoor learning wherever possible.</p> <p>Fitness and wellbeing including P.E. lessons but no contact sport.</p> <p>Support with this from AVSSP planning.</p> <p>Strong emphasis on Key Skills in all areas of curriculum especially English, Maths, Reading, phonics and spelling.</p> <p>Use work set for remote home learning to support all learning in school.</p>	<p>Managing outdoor space to ensure groups of learners do not mix.</p> <p>Teaching and learning will look very different – new resources will need to be made.</p> <p>Children in EYFS and Year 1 will have very limited access to practical learning.</p> <p>Young children need close supervision when being taught to read so resources will have to be adapted and accessed.</p> <p>Purchase wipes to clean iPads and tablets.</p> <p>May only have enough for EYFS and possibly year 1.</p>	
<ul style="list-style-type: none"> Early years 	What are the arrangements for EYFS?		<p>Small groups of children to ensure social distancing.</p> <p>Buy plastic wallets for individual equipment such as pencils and crayons.</p> <p>Buy playdough pot per child, labelled - Dough disco, Fine motor.</p> <p>All resources, which cannot be cleaned, to be removed/put away.</p> <p>No access to the pirate ship or other wooden equipment.</p> <p>Carefully planned Indoor and Outdoor provision provision to ensure that all resources are washed between different children handling them.</p>	<p>Emotional support for young children and especially as they are new to school.</p> <p>Support our new parents.</p>	
<ul style="list-style-type: none"> Upper Key Stage 	What are the arrangements for Y5 pupils for academic year 2020/21		<p>-- and -- to hold Transition meetings to share pupil data and needs.</p> <p>-- and -- to work alongside each other 2020/2021.</p> <p>-- to plan and teach English to UKS2.</p> <p>-- to plan and teach Maths to UKS2. This will be reviewed at the end of this first half term.</p>	<p>Many of the new responsibilities given to the children throughout transition will not be possible now.</p>	
<ul style="list-style-type: none"> Children attending full time 	Are the arrangements different for children who might attend full time (e.g. Children of critical workers)		All children expected to attend full-time.	<p>Children may need to self-isolate or quarantine.</p> <p>How will we know?</p>	
<ul style="list-style-type: none"> Disadvantaged group 	Set out the issues that might affect disadvantaged and vulnerable children		<p>Keeping uniform clean and hygienic.</p> <p>Uniform now compulsory, access and affordability may prevent children from wearing it.</p> <p>Severe drop in routine, structure, consistent behaviour management.</p> <p>Isolation if having to remain at home whilst their year group attends.</p>		

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<ul style="list-style-type: none"> Mental Health 	Set out the arrangements to support well-being and mental health		<p>Embark Transition curriculum linked to the Book of Hopes was be available from 20/05/2020.</p> <p>Well-being coordinator -- to create lead staff, guide to resources.</p> <p>-- has written list of key possible pupil's concerns.</p>	How do children report a concern in confidence from 2 metres away?	
<ul style="list-style-type: none"> EHCPs and SEND 	Set out the curriculum issues for every child with an EHCP (and SEND)		<p>-- has listed and detailed the needs of all the children with SEN in Reception, Year One and Year Two.</p> <p>-Use of visual materials to explain and remind the pupils of the need for working at a social distance, even from staff, using symbols, photographs, line markers, floor spots etc.</p> <p>-Social Stories written and illustrated to explain about the new situations e.g. working in a different class, lining up to come in, being somewhere different for lunch, Social Distancing, different teachers, new playground rules etc. These will take different forms e.g.</p> <ul style="list-style-type: none"> · One page sheet with visuals for display as well as individually provided · Story book with photographs <p>Visual and Now/Next timetables including where and who they will be taught by.</p> <p>Comic Strip Conversations and Talking Mats may be used to help pupils discuss concerns when in school.</p> <p>Provision of Sensory tools e.g. fiddle toys, peanut ball etc. and 5 Point Scale to help regulate emotions.</p>	<p>Can the EHCP needs be met using social distancing measures?</p> <p>Seek Outside agency support, autism outreach, behaviour support, SSEN.</p> <p>Time and resource costs to create these.</p> <p>Ensure staff have time with socially distanced individuals to use these methods.</p> <p>Some of these are presently shared and there would need to be more bought and stored and cleaned for individual use.</p> <p>Social stories laminated.</p>	
<ul style="list-style-type: none"> Assessment 	What do the assessment arrangements look like?		<p>End of year assessments will be completed on iTrack, using teacher assessment and children's work in books. Should be safe to use them now, but are we giving them to children to work in?</p> <p>Get writing assessments folders back to teachers. These will be supported by some online assessments, (SPAG.com for UKS2)</p> <p>Within school and via virtual learning, Kahoots (or similar) can be used where needed for assessment for learning and summative assessment.</p> <p>Possibility of changing the end of year reports to mid-year reports to inform parents sooner of their child's abilities and gaps.</p>	<p>Where are the children at on their 'learning journey'? (can identify 'missing maths' through white rose planning, spag.com for ks2 will identify grammar gaps also helpful for writing,)</p> <p>Where do we start again?</p> <p>The objectives that iTrack are based on will not necessarily have been taught and accessed like usual.</p> <p>Coverage</p>	
<ul style="list-style-type: none"> Attendance 	Set out the arrangements for monitoring attendance of pupils both in school and those who may have to engage in home learning		Registers so we know exactly which children we are expecting and which we are not.	Some children have not been home learning- we need to follow this up if there is a need to stay at home for isolation.	
Cont'd	Set out the arrangements to monitor/find out about pupils who left home but did not arrive at school		-Our school policy is to contact parents within 30 minutes of registration to find out their reason for non-attendance if they have not contacted school already.		
<ul style="list-style-type: none"> Behaviour 	Set out the expectation regarding pupil behaviour including restraint		<ul style="list-style-type: none"> Update and modify behaviour policy. Set out expectations to staff Construct a temporary parent agreement for physical behavioural concerns 	<p>New behaviour policy?</p> <p>What will be rewards and sanctions (no R&R room)? Should we use online/digital tool like classroom dojo?</p>	

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	Is there a programme for reintroduction back into school for vulnerable pupils		Some of our vulnerable pupils have been attending. Vulnerable children at home to receive support through phone calls and emails before returning to school. The Embark 'Book of Hope' Transition Curriculum will inclusively support vulnerable pupils.	See safeguarding section	
• Virtual Learning	Set out the VL experiences the children have access to		<ul style="list-style-type: none"> • BBC Bitesize. • Oak Academy. • Daily class post from teacher. • Email correspondence with teacher. • Weekly message/assembly from Mrs Mason. • Year 5 and 6 have access to prodigy (maths learning platform). • Parents have their child's login to classroom secrets. <p>Link between home and in school learning through the website. Staff to liaise and plan in advance so that the website can help and resource in school teaching and learning.</p>	Should y3 and y4 be given access to prodigy? TT Rock Stars access for y2and y1? Children reminded of their login for TT RockStars?	
	Set out the monitoring arrangements for VL		Currently using web views to gain an overall picture. Teachers identify pupil engagement through emails. Teachers identify pupil engagement through website comments. Teachers identify pupil engagement through phone calls to vulnerable.	How do we know exactly who has accessed home learning or not? How do we track which parts of home learning have the children accessed? How do we keep this manageable?	
Class Teacher/TA	Deliver the curriculum to all children		If required, supply teachers can be used to deliver the curriculum to the children, in the event that the class teacher is not at work. Teaching Assistants can move to other bubbles, to ensure the identified children get the support they require. If working closely with a child, face shields will be worn by the adult to help prevent the spread of the infection. Contracted teachers may teach a different bubble. A sports coach from AVSSP will deliver the PE curriculum to pupils on a Wednesday, moving from one bubble to another. A risk assessment from AVSSP will be scrutinised by the school.	Risk of spreading the infection from one bubble to another. Risk of the infection being spread from one school to another from outside agencies.	

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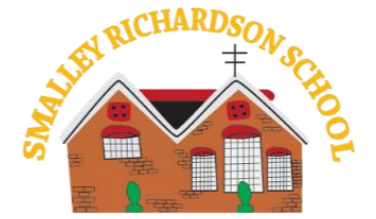
HEALTH AND SAFETY	What needs to be done	Who	Actions/Outcomes	Issues	RAG risk (likelihood of not happening & impact)
<ul style="list-style-type: none"> Outbreak of COVID19 	Set out the procedures if there is an outbreak of COVID-19 in the school		<p>Breakout space to be used as an isolation room – windows/ door to be left fully open + access to a sink and drinking water. Engage with NHS Test and Trace ASAP. Follow local health protection team advice. Parents of child to be informed and will need to collect immediately and will need to self-isolate for at least 10 days (household for 14 days). Parents of remaining children in the group to be contacted and will need to collect their child immediately. Informed they need to self-isolate for 14 days. As always, in an emergency, call 999. Any staff members in contact with the group and displaying symptoms to be sent home to self-isolate for 14 days – arrange a COVID-19 test if displaying symptoms. Staff/cleaners, wearing appropriate PPE equipment, to clean the infected rooms.</p>	Enough PPE equipment Children who have siblings in other classes. Where else have teachers interacted in the school?	
<ul style="list-style-type: none"> PPE 	Set out the expectations and delivery of PPE		<p>PPE to be worn if close care required for a child e.g. first aid, accidents, sickness/illness etc. -- to contact cleaning companies/janitorial suppliers to obtain appropriate PPE for the school. -- to inform -- of delivery time scale. We are now getting a small delivery of PPE from the DfE</p>	Lack of PPE equipment available – awaiting stock to become available in some areas.	
<ul style="list-style-type: none"> Out of school placements 	Set out the risk assessment process for out of school placements		N/A		
<ul style="list-style-type: none"> Risk assessments 	Set out the risk assessments for subjects that could involve higher levels of contact – PE, food technology, drama		<p>PE – Children to wash hands before and after activity, children not to share equipment, children not to use gymnastic mats/benches, not to share water bottles, PE clothing to be worn all day in school and then the child goes home in it on the PE day and it must be thoroughly washed, any equipment used to be wiped down at the end of a session or/and before each person’s use. Food Technology – Not to take place in school, through hygiene issues e.g. licking of fingers, hands not clean, touching faces, cross contamination, lack of resources for individual pupil use etc. <u>No food tasting activities at this time,</u> Drama – ensure children are always kept 2 metres apart i.e. no partner work, handling of recording equipment etc.</p>	Sharing equipment Remaining 2 metres apart Cross contamination	

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COMMUNICATIONS	What needs to be done	Who	Actions/Outcomes	Issues	RAG risk (likelihood of not happening & impact)
<ul style="list-style-type: none"> Before opening 	What and how are the communications with parents before school opens covering how the school will open, to which groups, when, the safety arrangements, expectations of parents		Before Opening: Website letter with as much detail as possible – went out on August 24 th . Re opening: Website letter. Follow up phone calls if required. Letter to parents setting out expectations such as: Children must be collected immediately if ill.	Parents not able to access the school website.	
<ul style="list-style-type: none"> After opening 	What and how are the communications with parents after school opens covering how the school will open, when, the safety arrangements, expectations of parents		Website updates, letters, text messages. Informing parents that the school position may change overnight! Parents must be informed of rules they must adhere to, at drop off and collection times.	Parents not sticking to 2m rule.	
<ul style="list-style-type: none"> Expressing concerns 	What are the processes for people to able to express concerns/issues that they have		Via phone and email, not face to face.	Parents may request to meet face to face.	
<ul style="list-style-type: none"> Use of website, social media 	Set out the roles/functions of the school website, social media for communications with parents		School website to communicate information to parents of up to date information, offer surveys and daily learning tasks. Text messaging service to inform parents of any changes. No Social Media groups.		

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OTHER	What needs to be done	Who	Actions/Outcomes	Issues	RAG risk (likelihood of not happening & impact)
<ul style="list-style-type: none"> Pupils 	Set out the arrangements for exclusions and hearings		The same arrangements.	Discussion via telephone not face to face.	
<ul style="list-style-type: none"> Feedback to parents 	What are the arrangements for parent feedback and consultation		Via email or telephone.		
<ul style="list-style-type: none"> School uniform 	What are the expectations on school uniform and dress?		Children are expected to come to school in full school uniform as recommended by the Government. Parents are expected to send their child to school without a coat where weather allows. Parents are expected to send children to school each day in either full school uniform or their P.E. kit on P.E. days.	Parents may not send children in inappropriate clothing. Parents may not wash clothes every day. How will this impact or disadvantaged children?	
<ul style="list-style-type: none"> Local Governance Team (LGT) 	Clarifying the roles and responsibilities of the LGT		Local Governance Team to fill out. Meeting September 2020 @5.30pm	LGT time to look at and amend policies.	
<ul style="list-style-type: none"> Policies and practices 	Which school policies and practices require updating?		Currently Amending Online Safety Policy. Governors MUST approve ASAP Behaviour Policy - Appendix written, which must be shared with staff and children by 8 th June 2020. Make sure all staff attend INSET Safeguarding training on Wednesday 9 th September 2020.	Short term guidance will have to adhered to – Policies amended to fit in with these unprecedented times? We will need to ensure staff understand the short term necessary changes in policy – incredibly time consuming for all involved.	



Appendix 1

Useful documents:

DfE Conducting a SEND risk assessment

<https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance>

Supporting primary and secondary pupils' wellbeing at an academy

<https://www.gov.uk/government/case-studies/supporting-primary-and-secondary-pupils-wellbeing-at-an-academy>

Supporting the wellbeing of primary pupils with special educational needs and disabilities (SEND)

<https://www.gov.uk/government/case-studies/supporting-the-wellbeing-of-primary-pupils-with-special-educational-needs-and-disabilities-send>

Annex 1: Smalley Childcare.

Annex 2: September Guidance for Staff.

Annex 3: Letter to Parents.

Annex 4: Lunchtime arrangements.

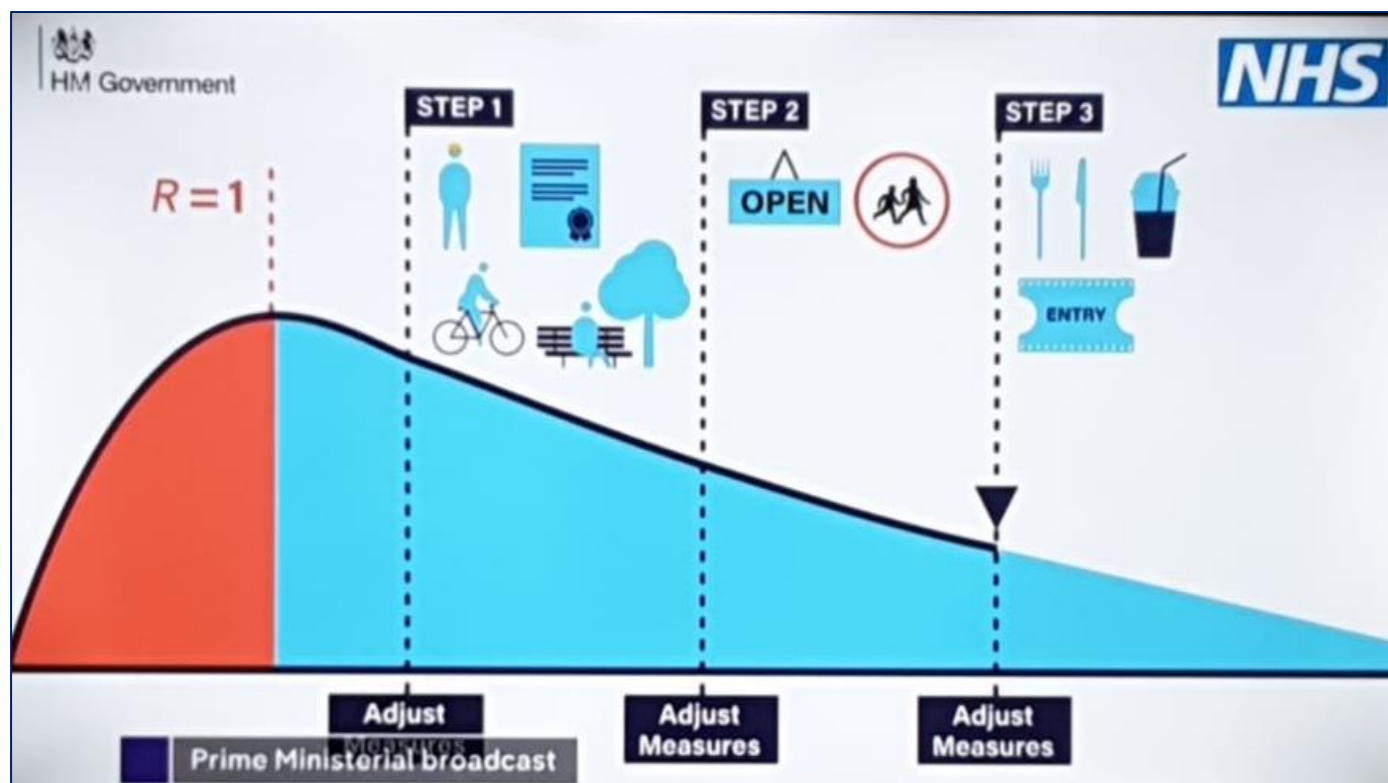
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Appendix 2: Prime Minister’s announcement 10 May 2020

The Prime Minister has outlined a "road map" to a new normality . The new headline is “STAY ALERT,” directed the public to;

1. Stay at home as much as possible
2. Work from home if you can
3. Limit contact with other people
4. Keep your distance if you go out (2 metres apart where possible)
5. Wash your hands regularly
6. If you or anyone in your household has symptoms, you all need to self-isolate

There is a conditional 3 step plan to reopen England.



Movement from one step to another will depend upon;

1. Sufficient critical care capacity across the UK,
2. Sustained and consistent fall in daily deaths,
3. Rate of infection decreasing,
4. Testing and PPE able to meet demand,
5. Adjustments to measures will not risk a second peak that overwhelms the NHS

Schools

In the second step of the Government’s plan, primary schools could reopen in a phased manner as early as June 1, He said: **“In step two – at the earliest by June 1 – after half-term – we believe we may be in a position to begin the phased reopening of shops and to get primary pupils back into schools, in stages, beginning with reception, Year 1 and Year 6.”** The Prime Minister added that for **secondary school pupils taking exams next year, they hope they will “get at least some time with their teachers before the holidays”**. He added that they will be setting out guidance to schools on how this would work.

Professor Chris Whitty, the Chief Medical Officer for England, said there was “no doubt” that reopening schools would increase the R value - despite pupils returning to class in European countries like Denmark and Switzerland. It is important to note that the steps are conditional and if the R value increases beyond 1, a lockdown might be resumed.

Testing

The Prime Minister said in order to control the spread of the virus “we must have a world-beating system for testing potential victims, and for tracing their contacts”. He added that the Government is testing “literally hundreds of thousands of people every day”. And, although they have made progress, “there is so much more to do now”.