

Preparation for Full Opening – Spring Term 2021: Risk Assessment (1.3.2021)



22.1.2021: Government announcement confirmed that all pupils will return to school 8.3.2021.

This update to the RA sets in place the plans and adaptations to be made, to ensure covid safety for all staff and pupils on the whole school reopening 8.3.2021 (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963541/Schools_coronavirus_operational_guidance.pdf)

Public Health Guidance to Minimise Risks:

Prevention:			
Area / Aspect	Action	Notes	Actions / Other control Measures needed
Full Reopening Risk Assessment	<p>Refresh your risk assessment and other health and safety advice for children, young people and staff in light of recent government advice, identifying protective measures (such as the things listed below). Also ensure that all health and safety compliance checks have been undertaken before opening</p> <p>Health and safety risk assessments identify measures to control risks during education and childcare setting activities. Health and safety law requires the employer to assess risks and put in place measures to reduce the risks so far as is reasonably practicable. The law also requires employers to record details of risk assessments, the measures taken to reduce these risks and expected outcomes. Settings need to record significant findings of the assessment by identifying:</p> <ul style="list-style-type: none"> • the hazards • how people might be harmed by them • what they have in place to control risk <p>22.2.2021: The Government has always said that returning face-to-face education in schools and colleges is a national priority. The decision to restrict face-to-face attendance in education and wraparound childcare settings has been taken only where it has been absolutely necessary to control the virus and save lives. The Government</p>	<p>22.2.2021: Pupils and students in all schools and Further Education settings will return to face to-face education from 8 March.</p> <p>Vulnerable children can attend these settings regardless of circumstance. Under-18 sport can take place at school as part of educational provision, or as part of wraparound care, but should not otherwise take place at this time.</p>	<p>This is the Risk assessment for the full re-opening of Richmond Avenue School on 8th March 2021.</p> <p>Risk Assessments will be shared with staff and there will be an opportunity to discuss the information provided prior to the Autumn term – and ongoing as updated.</p> <p>This Risk Assessment and guidance is subject to change following any amendments to the Government guidance on re-opening of schools</p>

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	<p>knows that being in face-to-face education is the best place for pupils and students. Returning children and young people to face-to-face education is, therefore, the first step in easing this lockdown</p>		
<p>1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</p>	<p>Ensure that pupils, staff and other adults do not come into the school if they have <u>Covid</u>, or have tested positive in the last 10 days</p> <p>If anyone in the school becomes unwell with a new, persistent cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home</p> <p>If tested positive but have no symptoms and are isolating and they start developing symptoms, 10 day isolation should restart from first day of symptoms</p> <p>If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door</p> <p>PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained</p> <p>Any member of staff who has provided close contact care to someone with symptoms, while wearing PPE and all other members of staff or pupils who have been in close contact with that person with symptoms, if wearing a face covering, do not need to go home to self-isolate unless:</p> <ul style="list-style-type: none"> • The symptomatic person subsequently tests positive • They develop symptoms themselves (in which case, they should arrange to have a test) 	<p>Everyone must wash their hands thoroughly for 20 seconds with soap and running water after any contact with someone who is unwell.</p> <p>The area around the person with symptoms must be cleaned after they have left to reduce the risk of passing the infection on to other people.</p>	<p>Dedicated Triage area for anyone that falls ill whilst on site</p> <p>PPE and first aid equipment to supervise pupils/staff displaying COVID-19 symptoms will be kept as an individual enclosed pack and destroyed after use</p> <p>Area will have short, clear access to outside door for parental collection, is away from classrooms and other people on site</p> <p>School will keep in contact with parents / staff who are home isolating and will have review discussions before anyone returns to school who has been isolating,</p> <p>Whilst using Triage, anyone who has had contact with anyone displaying symptoms will wash their hands thoroughly for 20 seconds with soap and running water</p> <p>Focused and specific handwashing lessons for children at start of new term, expectations set on sanitising / handwashing / cleaning with pupils</p> <p>Additional cleaning resources to be available around school and within each classroom to enable use of resources</p> <p>Staff will adhere to a 2m distance from other staff where possible</p> <p>All positive cases will be reported to the DfE on the daily attendance return as well as to SECAT, LA and PHE as appropriate</p>

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	<ul style="list-style-type: none"> They are requested to do so by NHS Test and Trace or the PHE advice service (or PHE local health protection team if escalated). <p>PHE has good evidence that routinely taking the temperature of children is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).</p>		
<p>2)Where recommended, use face coverings in schools</p>	<p>When an area moves to Local COVID Alert Level: high or very high, in settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. This does not apply to younger children in primary schools and in early years settings.</p> <p>In the event of new local restrictions being agreed, schools will need to communicate quickly and clearly to staff, parents and pupils that the new arrangements require the use of face coverings in certain circumstances. In primary schools and education settings teaching year 6 and below, there is no change to the existing position. It is not mandatory for staff and visitors to wear face coverings. In situations where social distancing between adults in settings is not possible (for example when moving around in corridors and communal areas), settings have the discretion to recommend the use of face coverings for adults on site, for both staff and visitors.</p> <p>Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face coverings will</p>	<p><i>In primary schools where social distancing is not possible in areas outside of classrooms between members of staff or visitors, for example in staffrooms, headteachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances.</i></p>	<p>The school is taking part in the Southend Borough 'School gates' campaign.</p> <p>Due to lack of social distancing being possible at the school gates at the start and end of day, face coverings will be encouraged in line with the government 1m+ rule. (if 2m distancing cannot be maintained, then public can be 1metre away as long as there are other measures in place e.g. wearing a face mask)</p> <p>Staff interacting with parents at the school gates will be wearing face masks.</p> <p>Due to the latest guidance, adaptations to prior advice has now been made within the Richmond Building: Visors can be worn by staff, if they choose, in classrooms and where working with children</p> <p>Face Masks can be worn by staff in school under the following circumstances when individually moving around the school:</p> <ul style="list-style-type: none"> * Only when away from children * In communal areas when not with children * Entering / exiting the school at the start and end of the workday and moving around in the building to staff work areas / rooms * In common areas such as the PPA / Staff room

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	not be necessary in the primary school classroom even where social distancing is not possible. Face coverings could have a negative impact on teaching and their use in the classroom should be avoided.		It remains the expectation that NO masks should be worn when working with / around children or in any classrooms with children in them. (Under all these circumstances, social distancing should still be maintained)
3) clean hands thoroughly more often than usual	<p>Ensure school has enough hand washing and hand sanitizer stations Support younger children with hand cleaning when needed</p> <p>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and water or hand sanitiser. You must ensure that pupils clean their hands regularly, including:</p> <ul style="list-style-type: none"> • when they arrive at the school • when they return from breaks • when they change rooms • before and after eating 	The e-bug website contains teaching resources to support this	<p>Hand washing facilities in every class including liquid soap and paper towels Supplies in each class to be monitored each day and replenished as needed Sanitiser in every class and office around the site</p> <p>Revision lessons will be delivered for pupils on hand washing, including rhymes and actions to support the wellbeing and hygiene across the school Increased display and posters to remind pupils and staff of rigorous hand washing hygiene</p>
4) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach	<p>The school must ensure the 'catch it, bin it, kill it' approach continues. Schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine. As with hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates.</p>	Public Health England does not (based on current evidence) recommend the use of face coverings in primary schools	<p>'Catch it, bin it, kill it' will be taught in all classes across the school at the start of the re-opening There will be an increase in hygiene posters around the site, focusing on hand washing and use of bins There will be additional bins with lids that are emptied regularly throughout the day Additional boxes of tissues and lidded bins in all classrooms and toilets as well as communal areas Younger pupils (particularly EYFS) to be given additional support and teaching on expectations and managing hygiene in school</p>
5) Maintain enhanced cleaning, including	Put in place a cleaning schedule that ensures cleaning is generally enhanced and includes:		High contact areas (doors / balustrades / toilet doors etc.) will have additional cleans throughout the school day

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<p>cleaning frequently touched surfaces often, using standard products such as detergents</p>	<p>More frequent cleaning of rooms / shared areas that are used by different groups Frequently touched surfaces should be cleaned more often than normal 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 if your site allows it, allocating different groups their own toilet blocks</p>		<p>Toilets will be cleaned regularly throughout the school day as well as after school each day Cleaning schedule plan to be in place to ensure additional cleans and monitoring of areas and levels of resources (eg. Soap, sanitiser, hand towels, toilet rolls) Signs to remind staff and pupils of good hand hygiene will be displayed in toilet areas Duty staff at playtimes and lunchtimes will ensure children only use the toilet one pupil at a time Windows will be opened daily and external doors open where appropriate (unless a safeguarding risk in which case internal doors and external windows will be opened)</p>
<p>6) minimise contact between individuals and maintain social distancing wherever possible</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. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space You should avoid large gatherings such as assemblies or collective worship with more than one group. When timetabling, groups should be kept apart and movement</p>	<p>For children old enough, they should also be supported to maintain distance and not touch staff where possible. 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 All teachers and other staff can operate across different classes and year groups</p>	<p>Children will stay in class bubbles for learning Children will be in year group bubbles for play / lunch times Maintaining distinct groups or 'bubbles' that do not mix will ensure that in the event of a positive case we can quickly identify those who may need to self-isolate Rooms will be organised with tables so that children can sit front facing where possible in KS1 / KS2 (additional preparation to re-organise and set out each class for best pupil support whilst adhering to guidelines) Staff will ensure they keep a 2m distance from staff and pupils as much as possible Children will be encouraged to maintain 2m distances from staff where possible Teachers, where possible, will teach from the front of the room PPA will be arranged to minimise the numbers of bubbles that staff work in across the school Additional furniture (eg drawer units) will be removed from rooms to maximise available space for rows of tables. Each class has been reviewed for possible arrangements and organisation to maximise social distancing in bubbles in line with guidance.</p>

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	<p>around the school kept to a minimum. While passing briefly in the corridor or playground is low risk, avoid creating busy corridors, entrances and exits. Consider staggered break times and lunch times. Make sure you allow time for cleaning surfaces in the dining hall between groups. You should also plan how shared staff spaces are set up and used to help staff to distance from each other. You should minimise the use of staff rooms, although staff must still have a break of a reasonable length during the day.</p> <p>Assess your circumstances and try to implement 'bubbles' of an appropriate size to achieve the greatest reduction in contact and mixing. Make sure this will not affect the quality and breadth of teaching or access for support and specialist staff and therapists. Whatever the size of the group, they should be kept apart from other groups where possible. Encourage pupils to keep their distance within groups. Try to limit interaction, sharing of rooms and social spaces between groups as much as possible.</p>		<p>Staff are encouraged not to maintain close contact with colleagues: This means:</p> <ul style="list-style-type: none"> • Reducing face to face contact with an individual for any length of time, within 1 metre • Reduce extended close contact (within 1 to 2 metres for more than 15 minutes) • Limit travelling in a small vehicle, like a car, with others
<p>Always keeping occupied spaces well ventilated</p>	<p>Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.</p> <p>This can be achieved by a variety of measures including: mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)</p>		<p>External and internal windows and doors will be kept open when spaces are occupied, when safety permits</p>

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	<p>natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so) Further advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice.</p> <p>To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</p> <ul style="list-style-type: none"> opening high level windows in preference to low level to reduce draughts increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused) providing flexibility to allow additional, suitable indoor clothing. For more information see School uniform rearranging furniture where possible to avoid direct drafts <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</p>		
Wider school interactions	<p>Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group. When timetabling, groups should be kept apart and movement around the school site kept to a minimum</p>	<p>Plan how shared staff spaces are set up and used to help staff to distance from each other.</p>	<p>Plans for full reopening 8.3.2021: Each year group will have an allocated entrance / exit door from the school site to minimise cross-bubble interactions at any point during the school day.</p>

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		<p>Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</p>	<p>Assemblies will be pre-recorded / prepared by teachers in advance and shared for in-class use on IWBs until further notice. Friday's whole school assemblies will be undertaken remotely via TEAMS live within the school There will be staggered play and lunch times in place for each year group, so year group bubbles do not interact during the school day. Pupils will enter the school through allocated gates during a 'drop off' window each morning. The process for pupils going home at the end of each day will be reviewed to ensure i) covid safety ii) road safety and to support minimal crowding outside the school gates at the end of the school day.</p>
<p>Arriving and Leaving School</p>	<p>Schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school Staggered start and finish times should not reduce the amount of overall teaching time</p>	<p>Consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.</p>	<p>All teaching staff will be ready for work, on site, from 8.30am Start / End times of days to be arranged for each year group / key stage to maximise social distancing. Time changes will ensure that children still get the same entitled learning time in each school day (see separate timetables) Each year group will have allocated entrance and exit doors to minimise contact, including corridor passing. Social distancing markers will be on display on the fences at the main entrance to allow a 1m distance if waiting to enter the playground Parents will drop off from outside school gates, staff will be on gates at start / end of day. Reminders will be given on the School App to ensure parents do not gather before and after school outside the gates. Plans for full reopening 8.3.2021: The process for pupils going home at the end of each day will be reviewed to ensure i) covid safety ii) road safety</p>

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			and to support minimal crowding outside the school gates at the end of the school day.
Site Visitors	<p>Review who visits site, when and how guidance is maintained</p> <p>A record should be kept of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test & Trace.</p>		<p>Limit external visitors attending site where possible</p> <p>Inform Office of any visitors to the school</p> <p>Provide Covid-19 advice card for all visitors in school</p> <p>Office will continue to use 1 in, 1 out system and keep detailed register of any on site visitors, workers or contractors (including where on site visitors have been, who they came into contact with, their contact details) for all on site visitors in case Test & Trace contact is needed.</p> <p>Any visitors to site, for any reason Must be pre-discussed and authorised by SLT</p>
Communicating expectations with parents / carers	<p>Tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus.</p> <p>You should consider how to communicate any changes to parents. Remind them about the process that has been agreed for drop off and collection, including not to:</p> <ul style="list-style-type: none"> • gather at the gates • come onto the site without an appointment 		<p>Posters and signs are placed on gates and exits around the school reminding all stakeholders of safeguarding measures to control the virus.</p> <p>Parents will be encouraged to phone or email the school with any questions or queries.</p> <p>The office are operating a one in one out policy – this is displayed on the entry door</p> <p>Letters are written and shared with parents by the normal communication means – website, school App, newsletters etc.</p> <p>Parents / Carers can contact the school via phone / email.</p> <p>Reminders have been shared to not attend in person unless an emergency.</p> <p>Any update information sent from the DfE / PHE / LA / SECAT will be shared with parents and carers through the above online platforms and in paper form where appropriate.</p> <p>There will be signs on each gate labelling who the entrances and exits are for (i.e. which year group pupils) to minimise social interactions.</p> <p>Plans for full reopening 8.3.2021:</p>

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			Prior to re-opening, a detailed letter / newsletter will be sent to all parents / carers with specific details as appropriate.
Supporting SEND	<p>Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories.</p> <p>Schools, local authorities, health professionals, regional schools commissioners and other services should work together to ensure that children with medical conditions are fully supported, including through the use of individual healthcare plans, so that they may receive an education in line with their peers. In some cases, the pupil's medical needs will mean this is not possible, and educational support will require flexibility</p>		<p>Plans for full reopening 8.3.2021:</p> <p>EHCP pupils parents will be contacted, if not already on site, prior to reopening to support transition into school relevant to specific needs.</p> <p>ISPs will be reviewed prior to reopening, in line with SEND guidance, and then adapted where appropriate once pupils are on site and any new / altered specific learning needs are identified.</p>
Other considerations	<p>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools</p> <p>Where a child routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and an alternative provision setting or special school, schools should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child.</p>		<p>If possible, external staff will only attend the school setting on a day they do not attend another setting. If this is not possible, staff working in alternative settings on the same day will change clothing prior to arrival at the main setting (e.g sports coaches)</p> <p>Limit the number of visitors to the school to essential visitors only</p> <p>All visitors confirm they have no symptoms of COVID-19 prior to entering the school</p> <p>Information cards to be provided to all visitors to inform them of the regulations in place on entry</p> <p>Maintain 1 in 1 out in the main office for visitors, encourage parents/carers to phone/email</p> <p>Volunteers will not be permitted on site in the short term</p>

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<p>Equipment</p>	<p>For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. 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.</p> <p>Resources that are shared between classes or bubbles, such as sports, arts, and science equipment should be cleaned frequently. When sharing equipment between different bubbles, you should either:</p> <ul style="list-style-type: none"> • clean it before it is moved between bubbles • allow them to be left unused for a period of 48 hours (72 hours for plastics) <p>Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers</p> <p>Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</p>		<p>Each child to have own basic stationery resource pack on their own desk, just used by the individual</p> <p>Uniforms do not need to be cleaned any more than usual, nor do they need to be cleaned using methods which are different to normal however we recommend that clean uniforms are worn and will support any individual families if necessary</p> <p>Teachers to have own resource packs for most used resources for their teaching</p> <p>Cleaning spray to be available in each class for other resources so they can be cleaned between equipment use</p> <p>If resources are to be shared by a year group they will be cleaned following use and therefore ready for another year group to use e.g. Now Press Play/IPADS/Laptops/PE equipment</p> <p>Children will be asked to only bring in essential equipment to school – a bag to carry belongings including sun cream, hat, jumper, coat</p> <p>Staff will ensure they clean hands thoroughly before and after marking workbooks. To support the wellbeing of the staff gloves can be worn when marking workbooks however this must not be in view of the children. If staff deem it necessary to wear gloves when marking books this will take place before or after school</p>
<p>7) where necessary, wear appropriate personal protective equipment (PPE)</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</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</p>	<p>PPE will be available for close contact / Intimate care if appropriate / relevant for individual staff dealing with individual pupils with additional medical needs or those that may fall ill</p> <p>The DfE will provide schools with an essential PPE kit for use where appropriate</p> <p>The school will provide visors to staff who are coming into direct contact with parents / carers at the start and end of the day</p>

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		unless they develop symptoms themselves or are contacted by Test & Trace	
Response to any infection			
8) engage with the NHS Test and Trace process	<p>Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> • Book a test • Share close contacts for test and trace • Self isolate <p>Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119</p> <p>Settings must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Based on the advice from the PHE dedicated advice service (or PHE local health protection team if escalated), settings must ask those people who have been in close contact with the person who has tested positive</p> <p>Anyone, including all children who displays symptoms of Coronavirus can and should get a test. Essential workers, which includes anyone involved in education or childcare, have priority access to testing</p> <p>Having a test at a testing site will deliver the fastest results. The test kits sent to schools are provided to be</p>		<p>Contact details for Local Health protection Teams to be kept at hand by SLT and Office</p> <p>Test booking information notes available to give to parents if/when needed (see section 8)</p> <p>Schools should ask parents and staff to inform them immediately of the results of a test: (Covid file kept securely in office keeps record of any pupils that have had tests and appropriate details in case need be by Test& Trace)</p> <p>School will ensure follow up contact with parents / carers following being sent home / advised to test</p> <ul style="list-style-type: none"> • if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID19), 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. • if someone tests positive, they should follow the ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance and must continue to self-isolate for at least 10 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. <p>This is because a cough or anosmia can last for several weeks once the infection has gone. The 10 day period starts from the day when they first became ill or develop symptoms after testing positive.</p>

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	<p>used in the exceptional circumstance that an individual becomes symptomatic and schools believe they may have barriers to accessing testing elsewhere. It is for schools to determine how to prioritise the distribution of their test kits in order to minimise the impact of the virus on the education of their pupils.</p> <p>NHS COVID-19 app</p> <p>The app is available to anyone aged 16 or over to download if they choose. For some young people, particularly some with special educational needs and disabilities (SEND), parents will need to decide whether or not their use of the app is appropriate.</p> <p>This will mean that some students in year 11, and the majority of students in years 12 and above will be eligible to use the app and benefit from its features. Staff members will also be able to use the app. The guidance for schools and further education colleges in England is intended to provide information to senior leaders in education settings about the app and how it works, and to set out guidance for its use within schools in England.</p> <p><i>Self-isolation is essential to reducing the spread of COVID as it breaks the chains of transmission. After reviewing the evidence, we are now confident that we can reduce the number of days that contacts self-isolate from 14 days to 10 days. Gov.uk</i></p>		<p>If someone with symptoms tests negative for coronavirus (COVID-19), then they need should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case if someone with symptoms tests positive, they should follow the <u>'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'</u> and must continue to self-isolate for at least 10 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.</p> <p>The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should continue to self-isolate until their temperature returns to normal. Other members of their household should all self-isolate for the full 10 days. Visitors will be encouraged to use the NHS QR code on entry Any pupil / staff member displaying symptoms will be isolated until they can go home and get tested.</p>
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<p>8) manage confirmed cases of coronavirus (COVID-19) amongst the school community</p>	<p>DfE’s guidance for education and childcare settings sets out the process for managing confirmed positive cases of coronavirus (COVID-19) when the individual is known to have been in a school, college or early years setting. We recognise that there have been some difficulties getting through to the local public health protection teams for advice on action to take on a positive case in the setting. As a result, from tomorrow (17 September), there will be a new dedicated advice service available to advise nurseries, schools and colleges who have been informed of a confirmed case(s) of coronavirus (COVID-19) in their setting (i.e. a pupil or staff member testing positive). DfE are updating their guidance to reflect this change.</p> <p>The new advice service has been set up to advise the following education settings: early years settings including nurseries; schools including primary schools, infant or junior schools, middle schools, secondary schools, boarding schools, special schools; and further education providers</p>	<p>Close contact means: 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) proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes over a 24hour period) with an infected individual travelling in a small vehicle, like a car, with an infected person</p>	<p>Staffing organisation and class grouping lists to be kept for sharing by SLT with LHPT if needed in case of local outbreak / confirmed cases.</p> <p>17.9.2020 DfE line for reporting positive cases (DO NOT CONTACT PHE) - 0800 046 8687 selecting option 1 - for reporting a positive case. The line will be open Monday to Friday from 8am to 6pm, and 10am to 4pm on Saturdays and Sundays</p> <p>The advice service 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. If, following triage, further expert advice is required the adviser will escalate the school’s call to the PHE local health protection team.</p> <p>In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice</p>
<p>9) contain any outbreak by following local health protection team advice</p>	<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>School provided with small number of testing kits in case of any difficulty of individuals getting to testing sites DfE: 0800 046 8687 and selecting the option for reporting a positive case. The line will be open Monday to Friday from 8am to 6pm, and 10am to 4pm on Saturdays and Sundays</p>

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School Operations

Area / Aspect	Action	Notes	Actions / Other control Measures needed
Transport	<p>School based transport – NA</p> <p>Wider public transport: Schools should encourage parents, staff and pupils to walk or cycle to school if at all possible</p> <p>From the autumn term, local authorities will not be required to uniformly apply the social distancing guidelines for public transport, on dedicated school or college transport. However, distancing should still be put in place within vehicles wherever possible.</p>		<p>Include in messages to parents' encouragement to use bikes / walk where possible</p> <p>Reminders that school has bike shed that pupils can utilise</p> <p>Understanding of how to remove face masks following arrival at school - Children will be encouraged to not touch the front of their face when removing them. They must wash their hands and dispose of them in a covered bin, then wash their hands again</p> <p>People who live with those who are clinically extremely vulnerable or who have a comparatively increased risk from COVID-19 will be encouraged to attend school</p>
Attendance Expectations	<p>School attendance will be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply</p> <p>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</p> <p>Where children are not able to attend school as parents and carers are following clinical and/or public health advice, for example, self-isolation or family isolation, the absence will not be penalised.</p> <p>It is vital for all children to return to school to minimise, as far as possible, the longer-term impact of the pandemic on children's education, wellbeing and wider development.</p>	<p>Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education.</p>	<p>Attendance officer to monitor all pupil's attendance weekly ongoing</p> <p>The school will work closely with all other professionals /agencies to support the return to school, including continuing to notify children's social workers of non-attendance</p> <p>Revised attendance codes on display in school office for inputting in registers in case of isolation / illness that is covid-related (DfE attendance appendix)</p> <p>School to report daily attendance via: DfE return https://form.education.gov.uk/service/educational-setting-status</p> <p>School to report daily attendance, including year group breakdowns to SECAT</p>
Pupils who are shielding or self isolating	<p>The majority of pupils will be able to return to school. It should be noted that:</p>	<p>Where a pupil is unable to attend</p>	<p>All previously affected children are able to return to school except where individual clinical advice not to do so has been provided</p>

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	<p>a small number of pupils will still be unable to attend in line with public health advice to self-isolate and have had symptoms or a positive test result themselves, or because they are a close contact of someone who has coronavirus (COVID-19)</p> <p>New advice for those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable</p> <p>(CEV or shielding list) was published on 13 October. The guidance provides advice on what additional measures individuals in this group can take tailored to each Local COVID Alert Level. The UK Chief Medical Officers have issued a statement on schools and childcare reopening which states that there is a very low rate of severe disease in children from COVID-19 and far fewer children should remain in this group in the future following their routine discussions with their clinician.</p> <p>All pupils, including those who are clinically extremely vulnerable, can continue to attend school at all Local COVID Alert Levels unless they are one of the very small number of pupils or students under paediatric care (such as recent transplant or very immunosuppressed children) and have been advised specifically by their GP or clinician not to attend school.</p> <p>In the future, the government will only reintroduce formal restrictive shielding advice in specific local areas at very high alert level with exceptional circumstances where this has been advised by the Chief Medical officer, and then only for a limited period of time. The government will write</p>	<p>school because they are complying with clinical or public health advice, we expect schools to be able to immediately offer them access to remote education. Schools should keep a record of, and monitor engagement with this activity but this does not need to be formally recorded in the attendance register.</p> <p>Where children are not able to attend school as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised.</p>	<p>Only CEV children should not attend school (until March 31st). In these situations, alternative home learning will be provided for them. This will be sent home weekly and appropriate for their age, ability and in line with the learning going on in school</p>
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	<p>to families separately to inform them if they are advised to follow formal shielding and not attend school.</p> <p>Children More evidence has emerged that shows there is a very low risk of children becoming very unwell from coronavirus (COVID-19), even for children with existing health conditions. Most children originally identified as clinically extremely vulnerable no longer need to follow original shielding advice. Parents should be advised to speak to their child's GP or specialist clinician if they have not already done so, to understand whether their child should still be classed as clinically extremely vulnerable. Those children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend education whilst the national restrictions are in place. Schools will need to make appropriate arrangements to enable them to continue their education at home. Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend education. Parents of clinically extremely vulnerable children will be receiving a letter shortly confirming this advice.</p>		
<p>Pupils and families who are anxious about return to school</p>	<p>Schools should bear in mind the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and put the right support in place to address this</p> <p>All other pupils must attend school. Schools should bear in mind the potential concerns of pupils, parents and households who may be reluctant or anxious about</p>		<p>Learning Mentors to be on the gate daily First day absence calling to vulnerable families Additional welfare support available to individuals as / when needed Additional staff training and pupil lessons on wellbeing, emotions and mental health</p> <p>The school will:</p>

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	<p>returning and put the right support in place to address this. This may include pupils who have themselves been shielding previously but have been advised that this is no longer formally advised, those living in households where someone is clinically vulnerable or extremely vulnerable, or those concerned about the possible increased risks from coronavirus (COVID-19), including those from black, Asian and minority ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.</p> <p>If parents of pupils with possible risk factors are concerned, we recommend schools discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. Schools should be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance).</p> <p>There is separate guidance on recording attendance at addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year.</p>		<ol style="list-style-type: none"> 1. Continue to communicate clearly and consistently the expectations around school attendance to families (and any other professionals who work with the family where appropriate). 2. Identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This should include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with the school regularly during the pandemic. 3. Use the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance. 4. Work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance.
<p>School Workforce – Staff who are clinically vulnerable or shielding</p>	<p>We expect 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><u>Staff who are clinically extremely vulnerable</u> <u>New advice</u> for those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically</p>	<p>Pregnant women are in the 'clinically vulnerable' category and are generally advised to follow the above advice, which applies to all staff in schools. Employers</p>	<p>Plans for full reopening 8.3.2021: CEV staff . those who have received shielding letters should remain shielding until 31.3.2021 Staff who have been previously shielding (until 31st march) will undertake a full risk assessment prior to their return to work to minimise contact with others and reduce risk</p> <p>People who live with those who are clinically extremely vulnerable or who have a comparatively increased risk from</p>

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	<p>extremely vulnerable (CEV or shielding list) was published on 13 October. The guidance provides advice on what additional measures individuals in this group can take tailored to each Local COVID Alert Level.</p> <p>All staff can continue to attend school at all Local COVID Alert levels.</p> <p>People who live with those who may have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.</p> <p><u>Clinically vulnerable people</u> Staff and students who are clinically vulnerable or have underlying health conditions but are not clinically extremely vulnerable, may continue to attend face-to-face education in line with current guidance where it is provided.</p>	<p>should conduct a risk assessment for pregnant women in line with the Management of Health and Safety at Work Regulations 1999 (MHSW).</p>	<p>COVID-19 will be supported to ensure they can attend the workplace</p> <p>Staff and parents will be encouraged to read Government guidelines: https://www.gov.uk/government/publications/stayingalert-and-safe-social-distancing#clinically-vulnerablepeople</p> <p>The school will respond as appropriate to any guidance / information to specific families or children in regards to shielding. These children will be provided with home learning resources in line with DfE expectations if shielding occurs.</p>
Supporting Staff	<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>School leaders should explain to staff the measures the school is putting in place to reduce risks. We anticipate adherence to the measures in this guidance will provide the necessary reassurance for staff to return to schools.</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.</p>	<p>Where it is necessary for first aid provision to be administered in close proximity, those administering it should pay particular attention to sanitation measures immediately afterwards including washing hands.</p>	<p>Remind staff of EAP program available to them all Continued communication via email to share information / updates / plans as appropriate</p> <p>Additional Teams or, socially distant face to face meetings as appropriate / necessary</p> <p>Marking and Feedback policy reviewed to ensure workload is managed effectively</p> <p>Staff will be informed in advance of the expectations and organisational systems of the changes in school</p> <p>Open door policy with SLT regarding any concerns to support staff wellbeing</p>



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	<p>DfE is providing additional support for both pupil and staff wellbeing in the current situation. Information about the <u>extra mental health support for pupils and teachers</u> and <u>Wellbeing for Education return programme</u> is available.</p> <p>The <u>Education Support Partnership</u> provides a free helpline for school staff and targeted support for mental health and wellbeing.</p> <p>It is important that planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. This could include a review of existing practices in this respect and schools may wish to draw on DfE’s <u>workload reduction toolkit</u>.</p> <p>DfE has also published a range of resources, including <u>case studies to support remote education</u> and help address staff workload, this includes case studies on managing wellbeing.</p> <p>If, having pursued all the immediate options available, schools still have concerns about staffing capacity, representatives should talk to their local authority or trust.</p>		
<p>Staff Deployment</p>	<p>Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. Managers should discuss and agree any changes to staff roles with individuals.</p> <p>Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.</p>	<p>Schools can continue to engage supply teachers and other supply staff during this period</p>	<p>Review staff organising and timetables to best manage wider school return for all pupils to include: Support staff allocated to best suit the needs of the children across the school (EHCP / Medical / Behavioural / any other additional needs)</p> <p>PPA cover to be led by adults for each year group, ensuring that cover does not go in all year groups in the school to minimise staff moving between all bubbles across the school</p> <p>Timetables to be adapted to include staggered lunch times, PPA cover, Outdoor PE facilities use, SEND support, LSA allocations to support children as appropriate / needed</p>

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			Staff will work their usual contracted working hours
Performance Management	Maintained schools must continue to adhere to the School Teachers' Pay and Conditions Document (STPCD), which includes the requirement to ensure that all pay progression for teachers is linked to performance management. We would expect schools to use their discretion and take pragmatic steps to adapt performance management and appraisal arrangements to take account of the current circumstances. Schools must ensure that teachers are not penalised during the appraisal process or in respect of any subsequent pay progression decisions as a result of the decision to restrict pupil attendance at schools, such as where this has had an impact on the ability of the teacher to meet fully their objectives.		PM cycle will continue to take place for each staff member. New targets have been set for teaching staff for the 2020-21 academic year based on the school AIP. Support staff PM reviews will take place in the spring.
Safeguarding	Schools should consider revising their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils. Schools must have regard to the statutory safeguarding guidance Designated safeguarding leads will be best placed to co-ordinate multi-agency working within a school, including communication with school nurses. Settings should continue to consider what strategies they are using to keep children safe online during this period, including: <ul style="list-style-type: none"> • checking apps, websites and search results before using them with children • supervising children when accessing the internet Further details can be found in:	Designated safeguarding leads should be provided with more time, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to	CP policy is up to date. There will be a DSL on site at all times during lockdown whilst the school has any pupils on site. Social care meetings / discussions will continue to take place remotely. The school online safeguard system for reporting concerns will remain active and in use

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	<p>Safeguarding children and protecting professionals in early years settings: online safety guidance for practitioners.</p>	<p>work together to actively look for signs of harm.</p>	
Catering	<p>We expect that kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals.</p> <p>A small number of pupils will still be unable to attend if they are required to self-isolate or if local lockdown arrangements are in place. Schools should work with their suppliers to prepare meals or food parcels for pupils who are eligible for benefits-related free school meals and who are not in attendance because they:</p> <ul style="list-style-type: none"> are self-isolating have had symptoms or a positive test result themselves are a close contact of someone who has coronavirus (COVID-19) are not attending as a result of local lockdown arrangement 	<p>School kitchens can continue to operate but must comply with the guidance for food businesses on coronavirus (COVID-19).</p> <p>https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools</p>	<p>Staggered lunchtimes to be timetabled for each year group School hall used as a second canteen space Kitchen staff to adhere to social distancing (1metre plus) and wear appropriate protection, visors, gloves and aprons</p> <p>Plans are in place with the catering team on site, that if pupils, who are FSM, have to isolate then weekly food parcels / vouchers can be created to allow daily lunch provision. In line with guidance, these will contain food items not pre-prepared meals.</p> <p>When bubbles are closed due to Covid, the school will inform SECAT of FSM details and, utilising the Morrison FSM scheme / vouchers, parents will receive weekly food parcels delivered to their homes.</p>
Educational Visits	<p>We continue to advise against domestic (UK) overnight and overseas educational visits at this stage In the autumn term, schools can resume non-overnight domestic educational visits</p> <p>Schools should consult the health and safety guidance on educational visits when considering visits and make sure that the appropriate insurance arrangements are in place.</p>		<p>School visits will be kept under review in line with Government guidance. School trips will not take place until the summer term review at the earliest – these would then be local trips without using public transport/coaches and a full Risk Assessment in place.</p> <p>No overnight residential visits will take place in this academic year.</p>



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	<p>The Association of British Insurers (ABI) has produced information on travel insurance implications following the coronavirus (COVID-19) outbreak. If schools have any further questions about their cover or would like further reassurance, they should contact their travel insurance provider.</p>		
School Uniform	<p>We 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.</p> <p>Increased ventilation may make school buildings cooler than usual over the winter months. While schools will want to maintain the benefits of their uniform, they may wish to consider allowing additional, suitable indoor items of clothing to be worn during the winter period in addition to the school's current uniform. Where this occurs, schools should ensure that no extra financial pressure is placed on parents.</p>	<p>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>All children will be reminded and expected to wear full uniform to school Clear expectations of what this should look like is on the school website and app New parents have been sent uniform information for the school</p> <p>Second hand uniform is available through the PTA for those that may need it</p> <p>PE Kits will be used - Children will come into school in tracksuit / kits on PE days Parents/carers will be informed that children will need to be wearing suitable layers of clothing during the colder months</p>
Extra-Curricular Provision	<p>Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term.</p> <p>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>Breakfast / After school club provision is being reviewed at a MAT wide level, to ensure provision remains Covid secure.</p>



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	<p>We recognise that schools may need to respond flexibly and build this provision up over time.</p> <p>Where it is not possible, or it is impractical to group children in the same bubbles as they are in during the school day - for example, if only one or two children are attending wraparound provision from the same school day bubble - schools and external providers may need to group children with others from outside their school day bubble or from a different school, where children from multiple schools are attending provision. If schools or external providers need to do this, they should seek to keep children in small, consistent groups with the same children each time, as far as this is possible</p>		
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Curriculum, Behaviour & Pastoral Support

Area / Aspect	Action	Notes	Actions / Other control Measures needed
Curriculum expectations	<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.</p> <p>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, this is high - quality, safe 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>The curriculum has been reviewed and updated to ensure coverage alongside catch up capabilities. There will be ongoing adaptations and reviews across the school once all children return to site as necessary to support the provision of education.</p>
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.	<p>Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects</p>	<p>schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading</p>	<p>The focus of learning will continue to be on basic English / Maths skills, reviewing and filling gaps in knowledge and skills and ensuring key content is covered.</p> <p>We will continue with a book-based curriculum.</p> <p>There will continue to be a heavy focus on mental health and wellbeing – but through a range of topics / subjects.</p>
Aim to return to the school's	<p>Substantial modification to the curriculum may be needed at the start of the year, so teaching time</p>		<p>There will be a heavy focus on PSHCE / Wellbeing / Mental Health / Social and Emotional support across</p>

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<p>normal curriculum in all subjects by summer term 2021.</p>	<p>should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.</p> <p>For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, music and the arts, physical education and sport, religious education and relationships and health education.</p>		<p>all classes and year groups in the school with additional 1:1 targeted support where needed.</p> <p>Staff are planning and teaching based on the revised long and medium term plans for the academic year. Teaching and Learning for both face to face and remote learning will be in line with these plans. Planning will continue to emphasise importance on PSHCE and social / emotional support where needed</p>
<p>Plan on the basis of the educational needs of pupils</p>	<p>Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills</p> <p>Relationships and health education (RHE) for primary aged pupil schools pupils and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, and schools are expected to start teaching by at least the start of the summer term 2021.</p>		<p>The focus of learning will continue to be on basic English / Maths skills, reviewing and filling gaps in knowledge and skills and ensuring key content is covered. We will continue with a book-based curriculum.</p> <p>There will continue to be a heavy focus on mental health and wellbeing – but through a range of topics / subjects.</p> <p>Assessments will involve a mixture of ongoing formative assessment combined with summative assessment tests where appropriate of the prior academic years expectations for learning.</p>

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<p>Develop remote education so that it is integrated into school curriculum planning</p>	<p>All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress</p>	<p>Relationships and health education (RHE) for primary aged pupil schools becomes compulsory from September 2020</p>	<p>Use of BBC Bitesize lessons Use of Oak Academy lessons Pre-written letters / summary plans for each year group in case of absence / lockdown / isolation of pupils again RSE planned into 2020-21 curriculum reviews across all year groups (see separate Remote Learning Plan)</p>
<p>Safeguarding of Remote Education</p>	<p>Keeping pupils and teachers safe during remote education is essential. Teachers delivering remote education online should be aware that the same principles set out in the school's staff behaviour policy (sometimes known as a code of conduct) will apply</p> <p>School contact with parents and carers during this time can also be used to reinforce the importance of children staying safe online.</p>	<p>It is especially important for parents and carers to be aware of what their children are being asked to do, including: sites they will be asked to use school staff their child will interact with</p> <p>Schools should emphasise the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.</p>	<p>As part of the school remote learning package, alongside the letter to parents explaining home learning expectations, there will be an additional document 'Keeping children safe online during Remote Learning' This document includes links to parental support for online safety, privacy settings and advice from the NSPCC and other government suggested links</p> <p>There is also school guidance for staff if recording lessons for streaming online, to ensure they still understand and abide by school expectations as well as additional pointers for recording and checking online lessons. Within this guidance, staff will also be directed to read the DfE guidance on teaching online safety in schools https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf</p>
<p>Specific points for early years foundation stage (EYFS) to key stage 3</p>	<p>For children in nursery settings, teachers should focus on the prime areas of learning For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials, identifying opportunities across the curriculum so</p>		<p>Nursery – prime area focus in planning and teaching Phonics assessments in EYFS / KS1 R/KS1/2 – Basic skills assessments inform gaps and planning Use of PIRA for GAP analysis White Rose assessments Headstart assessments and error analysis</p>

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	they read widely, and developing their knowledge and vocabulary		
Music, Dance and Drama	<p>All pupils should note that there have access to a quality arts education. Music, dance and drama build confidence and help children live happier, more enriched lives, and discover the joy of expressing themselves.</p> <p>There may, however, be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments, dance and drama takes place.</p> <p>You should take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama.</p> <p><i>Music, dance and drama performances in front of an audience in COVID alert level high (level2) should follow the DCMS performing arts guidance, implementing events in the lowest risk order as described. Schools in local alert level 3 should not host performances with an audience.</i></p>	<p>You should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting.</p> <p>All pupils should have access to a quality arts education. Music, dance and drama build confidence and help children live happier, more enriched lives, and discover the joy of expressing themselves. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance and drama takes place.</p> <p>Schools should take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama.</p> <p>Additionally, schools should keep any background or accompanying music to levels which do not</p>	<p>Singing will not take place in whole class music situations. Playing woodwind instruments and singing should take place outdoors if to happen at all. If this takes place, pupil should be sat back to back or side by side.</p> <p>Music lessons will still be taught but there will no sharing of instruments during lessons, instruments will be thoroughly cleaned after lessons before any other bubbles use.</p> <p>Any teachers, moving between bubbles, will maintain social distance from the children in each bubble that they teach.</p> <p>The school will continue to not have whole school assemblies. There will be no singing within the classroom bubbles.</p>

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		<p>encourage teachers or other performers to raise their voices unduly</p> <p>Playing instruments and singing in groups should take place outdoors wherever possible.</p>	
<p>Physical Activity in Schools</p>	<p>Plans for full reopening 8.3.2021:</p> <p>You have the flexibility to decide how physical education, sport and physical activity will be provided while following the measures in your system of controls.</p> <p>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups.</p> <p>You can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within your own system of controls.</p> <p>For sport provision, outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils, and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sport 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 must only provide team sports on the list available at return to recreational team sport framework .</p> <p>https://www.gov.uk/government/news/boosting-childrens-physical-activity-in-school</p> <p>Activities such as active miles, making break times and lessons active and encouraging active travel help to enable pupils to be physically active while encouraging physical distancing.</p> <p>Pupils should be kept in consistent groups and sports equipment thoroughly cleaned between each use by different individual groups. Competition between different schools should not take place, in line with the local restrictions on grassroots sport</p>	<p>Outdoor PE to be timetabled to utilise spaces. PE plans to be reviewed to avoid contact sports PE resources centralised and cleaned after each classes use – additional cleaning equipment in PE stores.</p> <p>All sports must adhere to social distancing throughout warm-ups and avoid equipment sharing, or clean all equipment after each bubbles use.</p> <p>There is an additional risk of infection in close proximity situations where people are shouting or conversing loudly. This particularly applies indoors and when face to face. If possible, children should therefore avoid shouting or raising their voices when facing each other during, before and after games</p> <p>Teachers have access to online resources to support physical activity in school that is Covid safe: https://www.youtube.com/playlist?list=PL6gGtLyXoeg9x1LWHPUs94TB8HQZfGoCg</p>

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	<p>Where you are considering team sports you should only consider those sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government i.e. sports on the list available at grassroots sports guidance for safe provision including team sport, contact combat sport, and organised sport events. Competition between different schools should not take place until wider grassroots sport for under 18s is permitted.</p>		
<p>Catch up Support</p>	<p>This one-off grant funding will be paid to all state-funded primary, secondary and special schools in the 2020 to 2021 academic year Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.</p> <p>Plans for full reopening 8.3.2021: On 27 January, the Prime Minister committed to providing a huge programme to help recover lost learning, recognising that the disruption of this year has had a major impact on children. This will involve a further £300 million on tutoring programmes, building on last year's £1 billion COVID-19 Catch Up fund, as well as potential plans for summer schools developed in partnership with the education sector. The Government has also announced the appointment of Sir Kevan Collins as the Education Recovery Commissioner, to oversee a comprehensive programme of recovery aimed at</p>	<p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. EEF guidance: https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1</p>	<p>Following gap analysis of pupils, targeted additional support e.g. tutoring / additional interventions to be utilised where appropriate.</p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium</p> <p>(see separate Catch Up plan)</p>

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	<p>young people who have lost out on learning due to the pandemic. He will be addressing factors such as curriculum content and quantity of teaching time in the coming months, to ensure the impact the pandemic has had on learning is addressed as quickly and comprehensively as possible</p>		
<p>National Tutoring Programme</p>	<p>Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. That is why, alongside the universal catch-up premium, we are launching a <u>£350 million National Tutoring Programme</u> to provide additional, targeted support for those children and young people who need the most help</p> <p>a <u>5 to 16 programme</u> that will make high-quality tuition available to 5 to 16-year olds in state-funded primary and secondary schools from the second half of autumn term 2020</p>	<p>Schools in all regions will be able to access subsidised tuition from an approved list of tuition partners. These organisations - which will all be subject to quality, safeguarding and evaluation standards - will be given support and funding to reach as many disadvantaged pupils as possible.</p> <p>We will be working in partnership with the EEF to deliver this part of the programme. Tutoring organisations will be invited to apply from September 2020 and the offer will be available to schools from November 2020.</p>	<p>The school are taking part in EYFS NELI language programme.</p> <p>The school are utilising the subsidised National Tutoring Programme to support 'catch up' for individual pupils across the school. (see separate Catch Up plan)</p>
<p>Pupil wellbeing and support</p>	<p>Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school; others may have enjoyed being at home</p>		<p>Wellbeing focus in curriculum</p> <p>Daily / weekly (as appropriate) 'circle times' in all classes</p> <p>Focused 1:1 learning mentor work with identified pupils.</p> <p>Worry boxes in all classrooms and LM rooms.</p> <p>The MindEd resources can be used by teachers to support https://www.minded.org.uk/</p>

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	<p>and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school.</p> <p>The government has recently launched the Wellbeing for Education Return programme, which will provide training and resources for teachers and staff in all state-funded schools to respond to the wellbeing and mental health needs of children and young people as a result of coronavirus. The training provides practical examples to support staff, children and young people within a school.</p>		<p>The DfE have produced guidance for teachers to support teaching about mental wellbeing: https://www.gov.uk/guidance/teaching-about-mental-wellbeing</p>
Pastoral Support	<p>Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible</p>		<p>LM's on gates daily before and after school. LM on call to classes if additional support needed for individuals. LM referral form for teacher use as needs arise.</p>
Behavioural Expectations	<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.</p> <p>With regard to statutory guidance on exclusions from maintained schools, academies and pupil referral units in England, head teachers should, as far as possible, avoid excluding any looked-after child.</p>	<p>It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour</p>	<p>Behaviour expectations posters displayed around school to remind of core school / golden rules. Additional LM support for targeted pupils where necessary. Growth mindset displays in corridors to support promotion of positive attitudes and positive wellbeing.</p>

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<p>SEND – EHCP pupils</p>	<p>Risk assessments may prove useful now and over the autumn term, in identifying what additional support children and young people with education, health and care plans need to make a successful return to full education. Risk assessments may also prove useful if children and young people have to self-isolate, or if a local outbreak of coronavirus (COVID-19) requires a school to return to more limited attendance, or temporarily close.</p> <p>Whether individual risk assessments are used to help plan for the autumn term or not, schools should, in the spirit of coproduction, contact parents and involve them in planning for their child's return to their school from the start of the autumn term.</p>	<p><i>DRAFT</i></p>	<p>RA's / Care plans to be updated as appropriate for EHCP / Medical need pupils to ensure needs continue to be met whilst Covid restrictions are adhered to.</p> <p>This includes Virtual meetings with medical services to update care plans as appropriate. RE's for EHCP pupils will be reviewed where necessary</p>
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Assessment & Accountability

Area / Aspect	Action	Notes	Actions / Other control Measures needed
Inspection	<p>For state-funded schools, routine Ofsted inspections will remain suspended for the autumn term. However, during the autumn term, inspectors will visit a sample of schools to discuss how they are managing the return to education of all their pupils.</p> <p>Full Ofsted inspections have been postponed until Summer 2021</p>		<p>Continue to prepare for Ofsted AIP for academic year 2020-21 to be written, with key actions (including those postponed due to Covid)</p> <p>Follow AIP actions to develop school offer, curriculum and outcomes</p>
Primary assessment	<p>We are, therefore, planning on the basis that statutory primary assessments will take place in summer 2021. The early years foundation stage profile, and all existing statutory key stage 1 and 2 assessments, should return in 2020 to 2021 in accordance with their usual timetables</p> <p>For 2020 to 2021 academic year only, schools will be required to administer a past version of the phonics screening check to year 2 pupils during the second half of the 2020 autumn term. Year 2 pupils who meet the expected standard in the autumn check will not be required to complete any further statutory assessments in phonics. Year 2 pupils who do not meet the expected standard in the autumn check will be expected to take the statutory check in June 2021.</p> <p>The statutory rollout of the reception baseline assessment has been postponed until September 2021,</p>	<p>the phonics screening check</p> <p>key stage 1 tests and teacher assessment</p> <p>the Year 4 multiplication tables check</p> <p>key stage 2 tests and teacher assessment</p> <p>statutory trialling</p>	<p>There will be no external assessments this year.</p> <p>SECAT wide data drops will continue.</p>

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	There will be no end of KS1/2 external assessments this academic year.		
Accountability Expectations	<p>Performance tables are suspended for the 2019 to 2020 academic year, and no school or college will be judged on data based on exams and assessments from 2020. Until the new data release is available, all those working with schools, including Ofsted and DfE regional teams, should refer to the 2019 data</p> <p>1.1.2021: For the 2020 to 2021 academic year, school and college level performance data based on exams, tests and assessments will be made available to Ofsted, DfE teams, and to schools themselves, to support school improvement, but we will not be publishing this data on school and college performance tables.</p>		SECAT wide moderation for all key stages will verify teacher judgements alongside internal assessments.

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Contingency Plans for Outbreaks

Area	Action / Information	Notes	Actions / Other control Measures needed
Process in the event of local outbreaks	If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread		<p>All staff and parents can book tests via 119 / online Covid booking service.</p> <p>Triage room is separate to first aid area Stakeholder communication via text / website / app / Facebook</p> <p>Office will continue to use 1 in, 1 out system and keep detailed register of any on site visitors, workers or contractors (including where on site visitors have been, who they came into contact with, their contact details) for all on site visitors in case contact is needed.</p>
Contingency plans for outbreaks	<p>For individuals or groups of self-isolating pupils, remote education plans should be in place</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/948630/Contingency_framework_implementation_guidance.pdf</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	<p>Triage room separate to first aid area</p> <p>Use of BBC Bitesize lessons</p> <p>Use of Oak Academy lessons</p> <p>Pre-written letters / summary plans for each year group in case of absence / lockdown / isolation of pupils again</p>
Remote education support due to outbreak	In developing these contingency plans, we expect schools to:		Pre-prepared guidance for staff on expectations when working from home re: setting an monitoring online learning for pupils in each year group

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<p>Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education</p>	<p>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</p> <p>give access to high quality remote education resources</p> <p>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</p> <p>provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</p> <p>recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.</p>		<p>Covering letter for parents summarising home learning coverage and home to remain in contact with the school via dedicated email address</p> <p>Use of BBC Bitesize lessons</p> <p>Use of Oak Academy lessons (including targeted content for SEND pupils)</p> <p>Half termly topic overviews will be on website related to current teaching each half term</p> <p>Pre-prepped printed resource packs for home learning available if needed</p> <p><i>Day one remote learning plans are in place for all year groups, and have been actioned for some already this term. Once used, a new ‘Day one’ remote learning plan will be produced by cohort teachers in case of a second bubble closure.</i></p>
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Other Control Measures:

Area	Action / Information	Notes	Actions / Other control Measures needed
Minimise contact with those who become unwell	<p>Any staff member with symptoms, or reporting symptoms, or someone in their household with symptoms will inform the school using the normal absence measures and isolate for 10 days There will be a virtual 1:1 meeting / phone call with that staff member before their return to work to ensure they are fit for work.</p> <p><i>14.12.2020: Self-isolation is essential to reducing the spread of COVID as it breaks the chains of transmission. After reviewing the evidence, we are now confident that we can reduce the number of days that contacts self-isolate from 14 days to 10 days. Gov.uk</i></p>		<p>Staff/ pupils can be tested for Covid-19 using 119 / online Covid test booking. Staff (if opted in) will take twice weekly LFD Covid tests If a staff member develops symptoms, other relevant staff members will be informed. If a staff member or pupil in a specific room tests positive, then the school will follow PHE / Local PH advice on isolation of individuals. If a parent informs that a child has developed symptoms, they will be advised for the whole household to stay home and isolate for a week. There will be a designated triage area in the school where any child with symptoms will be isolated until they can leave the site. Staff who develop symptoms will be immediately sent home to obtain a test and await results. Once that person has left site, the triage area will be fully cleaned.</p>
Cleaning Hands	<p>Cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered ensure that help is available for children and young people who have trouble cleaning their hands independently.</p>		<p>There are sinks in every classroom in the school where children can wash their hands throughout the day. Hands will be washed before snack and lunch and on return from playtime and lunchtime. Toilet areas also have sinks in them available for use. Pupils and adults will be prompted / encourages to wash their hands at least every half an hour during the school day. There will be lessons for pupils on hygiene, 'catch it, kill it, bin it'. There will be an increase in hygiene posters around the site for both staff and pupils.</p>

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			<p>There will be additional bins with lids that are emptied regularly throughout the day.</p> <p>There will be tissues, soap and hand sanitiser in all rooms.</p> <p>Children who are unable to wash hands independently will be both taught and supported in this need.</p>
Resources hygiene and safety	<p>Books / resources can go to and from school as long as appropriate cleaning / storage measures are undertaken</p>		<p>Reading books can be sent home with pupils however, on return to school, books will be stored for 72 hours before being sent home with another child.</p> <p>Pupils workbooks can be taken home by teachers to mark to support learning and progress.</p> <p>Home Learning link books can go between school and home, but they are to be kept in pupils' bags unless being used when in school, not in a central class point together.</p> <p>Pupils will continue to use individual resource packs in classrooms for work and learning.</p>
Ventilation	<p>Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units</p> <p>Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.</p>	<p>Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.</p>	<p>In all rooms, windows will be opened before children enter for the day.</p> <p>Classroom doors will be propped open with wedges and other doors will be left open where appropriate / possible.</p> <p>To ensure safeguarding of individual pupils, outside doors to the playground will remain closed as long as classroom doors and external windows are open.</p> <p>Windows and doors will be kept open when spaces are occupied when safety permits.</p>

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21.1.2021: LFD – Staff Covid testing

Aspect	Action / Information	Notes	Actions / Other control Measures needed
<p>Asymptomatic spreading of Covid-19 in the school workforce</p>	<p>To safeguard the health of the teaching workforce and keep as many staff, pupils and students in school and college as possible, we have made rapid lateral flow coronavirus (COVID-19) tests available to schools and colleges. The use of rapid lateral flow tests allows us to identify individuals with coronavirus (COVID-19) who do not have symptoms, which make up around a third of all cases.</p> <p>From 25th January 2021, the government is implementing mass testing of primary school staff through home-LFD test kits.</p> <p>All schools and colleges should offer regular twice weekly testing to their staff. Testing is not mandatory for staff and they do not need to provide proof of a negative test result to attend school or college in person, although participation in testing is strongly encouraged.</p> <p>The lateral flow tests that will be provided to schools and colleges produce a result in 30 minutes and do not require a laboratory to process. Schools and colleges have been provided with testing kits including personal protective equipment (PPE) where appropriate. There is also comprehensive guidance and training materials and support to introduce a testing programme that works for staff. Schools and colleges should make it clear that a negative test result does not remove the risk of</p>	<p>If a staff member tests positive then normal next step procedures would apply in school. The staff member must immediately book a PCR test to confirm results but in the meantime should isolate (along with their household)</p> <p>Actions on in school bubble closures related to the staff member will continue as previous based on the last in school contact of up to 48 hours prior to the test.</p> <p>The school will liaise with the DfE / PHE / SECAT to ensure all processes are followed</p>	<p>HT attended online webinars for school leaders that set out expectations and requirements for staff testing.</p> <p>This information was then transferred into a staff information booklet and PowerPoint which was shared with staff through Teams meetings and email. (this included information in written and video form on how to take tests and report results)</p> <p>Staff who 'opted in' were then allocated times / dates to collect their test kits and instruction booklets for self administration of tests. (this will be a rolling program based on staff rotas to ensure staff have test kits in advance of being in school on rota).</p> <p>Log sheets were created for staff to sign when receiving their test kits in line with DHSC / DfE guidance for information retention. Staff were also all emailed a copy of the privacy notice related to LFD testing and data retention.</p> <p>A dedicated email address for results from school staff has been set up All staff results are then collated in a secure, password protected, document, produced in line with the guidance for required information from the DHSC and the DfE.</p>

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	<p>transmission. In some cases, someone who has tested negative may still have the undetected disease and be infectious. It is therefore essential that everyone continues to follow good hygiene and observe social distancing measures regardless of whether they have been tested.</p> <p>Staff who 'opt in' should take tests twice weekly and report results both to the school and to the government via: https://www.gov.uk/report-covid19-result</p> <p>This is being introduced due to the 1 in 3 asymptomatic cases in the population to aid the reduction of onward transmission of the virus.</p>		
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