

Preparation for Full Opening – Autumn Term: Risk Assessment



1. 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>This is the Risk assessment for the full re-opening of Richmond Avenue.</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</p> <p>This Risk Assessment and guidance is subject to change following any amendments to the Government guidance on re-opening of schools</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>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, persistant 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>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</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</p>

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	<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 staff who have helped someone with symptoms do not need to go home to self-isolate unless they develop symptoms themselves</p>	<p>they have left to reduce the risk of passing the infection on to other people.</p>	<p>before anyone returns to school who has been isolating,</p> <p>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>Where recommended, use face coverings in schools</p>	<p>The government is not recommending universal use of face coverings in all schools.</p> <p>Schools that teach children in years 7 and above and which are not under specific local restriction measures will have the discretion to require face coverings for pupils, staff and visitors in areas outside the classroom where social distancing cannot easily be maintained, such as corridors and communal areas and it has been deemed appropriate in those circumstances.</p> <p>Primary school children will not need to wear a face covering.</p> <p>Schools should have a process for removing face coverings when those who use face coverings arrive at school, and when face coverings are worn at school in certain circumstances. This process should be communicated clearly to pupils and staff.</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>Currently, staff and pupils are not required to wear face coverings in primary schools</p> <p>Staff will be on the gates every morning when children arrive at school. If any primary pupil arrives at school wearing a mask, they / their parents will be asked to remove (or support the removal) of the mask before entering the school site.</p> <p>For staff, signs will be up at entrances to the school reminding them to safely remove masks upon entering the building.</p>

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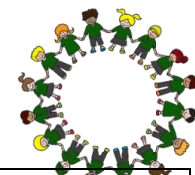
<p>2) clean hands thoroughly more often than usual</p>	<p>Ensure school has enough hand washing and hand sanitizer stations Support younger children with hand cleaning when needed</p>	<p>The e-bug website contains teaching resources to support this</p>	<p>Hand washing facilities in every class including 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 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>
<p>3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</p>	<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>	<p>Public Health England does not (based on current evidence) recommend the use of face coverings in primary schools</p>	<p>'Catch it, bin it, kill it' will be taught in all classes across the school at the start of the term There will be an increase in hygiene posters around the site 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 new EYFS) to be given additional support and teaching on expectations and managing hygiene in school</p>
<p>4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p>	<p>Put in place a cleaning schedule that ensures cleaning is generally enhanced and includes: 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</p>		<p>High contact areas (doors / balustrades / toilet doors etc.) will have additional cleans throughout the school day 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</p>

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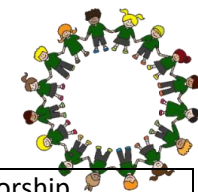
	<p>and pupils must be encouraged to clean their hands thoroughly after using the toilet</p>		<p>of resources (eg. Soap, sanitiser, hand towels, toilet rolls) Signs to remind staff and pupils of good hand hygiene will be displayed in toilet areas Duty staff at playtimes and lunchtimes will ensure children only use the toilet one pupil at a time Windows will be opened daily and external doors open where appropriate</p>
<p>5) 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</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 PPA leads go into across the school where possible Additional furniture (eg drawer units) will be removed from rooms to maximise available space for rows of tables. Each class teacher, alongside SLT and</p>

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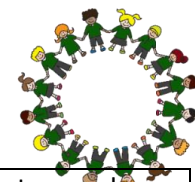
			<p>site manager, are reviewing classrooms for possible arrangements and organisation to maximise social distancing in bubbles in line with guidance. Staff are encouraged not to maintain close contact with colleagues:</p> <p>This means:</p> <ul style="list-style-type: none"> • Reducing face to face contact 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>Wider school interactions</p>	<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. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</p>	<p>Playtimes and lunchtime outside area use to be put on a rota for all year groups Each year group will have allocated entrance and exit door into the building to minimise contact, including corridor passing Staggered break and lunch times alongside dedicated doors for each year group outside access, near to rooms where possible, will minimise movement around the school <i>(NB. Revisions subject to change due to summer holiday building works – if these overrun, will have severely limited playground area for pupils due to scaffolding on site around two parts of the site)</i> Assemblies will be held in classes. Any pupil celebrations from assemblies will be shared with SLT via email There will be no group singing (in assemblies or Music lessons) in line with the Government</p>

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			<p>guidelines for Safe uses of Places of Worship https://www.gov.uk/government/publications/covid-19guidance-for-the-safe-use-of-places-of-worship-duringthe-pandemic-from-4-july/covid-19-guidance-for-these-safe-use-of-places-of-worship-during-the-pandemicfrom-4-july#section3 Staff room and PPA room will be arranged to support social distancing where possible</p>
Arriving and Leaving School	Schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school	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>All teaching staff will be ready for work, on site, from 8.30am Start / End times of days to be staggered for each year group / key stage 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 / collect 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</p>
Site Visitors	Review who visits site, when and how guidance is maintained		<p>Limit external visitors attending site where possible Inform Office of any visitors to the school Provide social distancing advice card for all visitors in school Ensure all building works can be safely continued with social distancing at the forefront</p>

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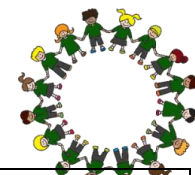
			Office will continue to use 1 in, 1 out system and keep detailed register of any on site visitors, workers or contractors (including where on site visitors have been, who they came into contact with, their contact details) for all on site visitors in case contact is needed.
Communicating expectations with parents / carers	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.		Posters and signs will be placed on gates and exits around the school reminding all stakeholders of safeguarding measures to control the virus. Parents will be encouraged to phone or email the school with any questions or queries. The office are will operate a one in one out policy – this will be displayed on the door Letters will be written and shared with parents by the normal communication means – website, school Facebook, texting etc. There will be signs on each gate labelling who the entrances and exits are for to minimise social interactions.
Supporting SEND	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.		RA's / RE paperwork for all EHCP pupils to be reviewed and updated before return to school in September 1:1 discussions with families about appropriate transition (e.g. progression to full time if appropriate). Additional resources to be sent home / shared with families as appropriate to support reintegration to school for those who have not been in during lockdown Prior ISPs to be passed on and discussed with new teachers in handover meetings in July

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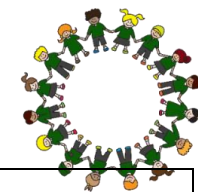
			Detailed handover forms and meetings for all teachers with old teachers (and SENCo if appropriate) prior to end of summer term
Other considerations	<p>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools</p> <p>Where a child routinely attends more than one setting 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>Two children on dual registration 2019-20, provision to be reviewed with VP in the Autumn term to review need and appropriateness of provision</p> <p>If possible, staff working in alternative settings on the same day will change clothing prior to arrival at the main setting</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 be limited – no new volunteer applications will be accepted currently</p> <p>Volunteers will be limited and will be considered on an individual basis with the completion of an individual risk assessment if deemed appropriate they attend or are continuing as part of a training course</p> <p>Volunteers will be provided with the full Risk Assessment and will contact the school in the same way as staff if they or anyone in their home has symptoms of COVID-19</p> <p>Volunteers will remain 2m distance from children and staff</p>

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			School nurse will be contacted by the SENCo prior to the start of the new academic year to identify any families /children needing support or who have been receiving support
Equipment	<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.</p> <p>Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces.</p> <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>Each child to continue 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>Pupil workbooks will remain in school where possible. 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>

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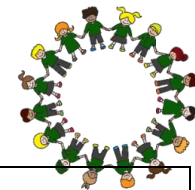
			Review on use of ICT suite and how to clean / manage use for different classes
6) where necessary, wear appropriate personal protective equipment (PPE)	The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases		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 The DfE will provide schools with an essential PPE kit for use where appropriate
Response to any infection			
7) engage with the NHS Test and Trace process	Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to: <ul style="list-style-type: none"> • Book a test • Share close contacts for test and trace • Self isolate 		Contact details for Local Health protection Teams to be kept at hand by SLT and Office Test booking information notes available to give to parents if/when needed (see section 8) Schools should ask parents and staff to inform them immediately of the results of a test: School will ensure follow up contact with parents / carers following being sent home / advised to test <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’ 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

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			cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10 day period starts from the day when they first became ill or develop symptoms after testing positive . If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.
8) manage confirmed cases of coronavirus (COVID-19) amongst the school community	<p>Schools should contact the local health protection team. The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</p> <p><i>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.</i></p>	<p>Close contact means:</p> <ul style="list-style-type: none"> 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) with an infected individual travelling in a small vehicle, like a car, with an infected person 	<p>Contact details for Local Health protection Teams to be kept:</p> <p>EastofEnglandHPT@phe.gov.uk phe.EoEHPT@nhs.net Phone number - 0300 303 8537 Out of hours advice: 01245 444 417</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>
9) contain any outbreak by following	<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</p>		<p>Contact details for Local Health protection Teams to be kept:</p>

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local health protection team advice	outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.		EastofEnglandHPT@phe.gov.uk phe.EoEHPT@nhs.net Phone number - 0300 303 8537 Out of hours advice: 01245 444 417 School provided with small number of testing kits in case of any difficulty of individuals getting to testing sites
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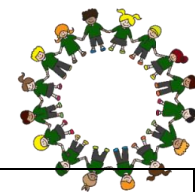
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2. School Operations

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.</p> <p>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 the workplace</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>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 from start of Autumn term</p> <p>Support vulnerable families / those with attendance L2/3 prior to lockdown from start of term with expectations on attendance – vulnerable welfare calls continue to be made weekly until end of Summer Term</p> <p>Vulnerable families will all be called prior to school return in September to ensure prepared / supported for return</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>

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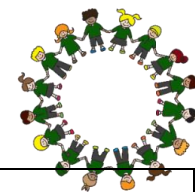
<p>Pupils and families who are anxious about return to school</p>	<p>Schools should bear in mind the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and put the right support in place to address this</p>		<p>Learning Mentors to be on the gate daily 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>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>However, 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>As a result, on current evidence, PHE and DHSC advise that schools are not currently considered high risk settings when compared to other workplace environments.</p>		<p>Individual RA's on staff as necessary that have been shielding during spring / summer term on return to work in line with current Covid and government guidance Staff who have been previously shielding 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 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>Supporting Staff</p>	<p>Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</p> <p>School leaders should explain to staff the measures the school is putting in place to</p>		<p>Remind staff of EAP program available to them all Review staff meeting / additional work expectations for the autumn term Continued communication via email to share information / updates / plans as appropriate Additional Teams or, socially distant face to face meetings as appropriate / necessary Marking and Feedback policy reviewed to ensure workload is managed effectively</p>

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	<p>reduce risks. We anticipate adherence to the measures in this guidance will provide the necessary reassurance for staff to return to schools.</p>		<p>Staff will be informed in advance of the expectations and organisational systems of the changes in school prior to September 2020.</p> <p>Staff provided with staff information in a Staff Handbook COVID-9 Edition prior to returning.</p> <p>Rather than whole school staff meetings, meetings will be held in key stages / smaller groups as appropriate and in guidance with social distancing regulations for a reduced time for the Autumn term</p> <p>Open door policy with SLT regarding any concerns to support staff wellbeing</p>
Staff Deployment	<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:</p> <p>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 familiar adults within each year group and by the same adult 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</p> <p>Staff will return to their usual contracted working hours</p>
Performance Management	<p>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</p>		<p>PM reviews for teaching staff will still take place in September 2020.</p> <p>Reviews will be based on the progress that could be made against targets up until lockdown began in March 2020</p>

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	<p>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.</p>		
<p>Safeguarding</p>	<p>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</p>	<p>Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, 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 work together to actively look for signs of harm.</p>	<p>Review and update CP policy in line with KCSIE 2020 and Covid-19 policies for schools in advance of September new term start Whole staff training to take place – including Safeguarding refresher at start of new academic year, before children return to site All staff to also complete online Safeguard training through school safeguard system in September Staff will receive training related to additional focus in KCSIE 2020 on mental health and wellbeing</p>

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<p>Catering</p>	<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>Staggered lunchtimes to be timetabled for each year group Review the possible use of school hall as second lunchtime canteen space so two year groups can eat at a time. (one in canteen, one in hall) Review lunch option provision for wider school – grab a bags to continue in autumn term due to non-mixing of class/ year group bubbles to be reviewed Kitchen staff to adhere to social distancing (1metre plus) and wear appropriate protection, gloves and aprons Cold packed lunch bags provided for weeks 1 and 2 to allow menu to prepared and food restocked alongside supporting children in understanding of changed lunchtime organisation and protocols.</p>
<p>Educational Visits</p>	<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>School visits will be kept under review in line with Government guidance No overnight residential visits will take place in Autumn 2020 / Spring 2021 If non-overnight visits were to be considered, detailed risk assessments, pre-visit checks and arrangements would be discussed with SLT first Initially School trips will not take place until the Spring term at the earliest – these would then be local trips without using public transport/coaches and a full Risk Assessment in place.</p>
<p>School Uniform</p>	<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>Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which</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>

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		are different from normal.	Second hand uniform is available through the PTA for those that may need it
Extra-Curricular Provision	<p>Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term. 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>We recognise that schools may need to respond flexibly and build this provision up over time.</p>		<p>In the short term, it is not feasible to open breakfast club. To maintain class / year group bubbles there would have to be 8 different rooms and staff to accommodate and this is not practical or possible. If children were to be together and then go to separate bubbles and any of those children then became unwell, every child who attends then club bubble, across the school, would have to close (possibly the whole school).</p> <p>It is the aim in the long term to reopen Breakfast, from 7.30am in the canteen (this can then be cleaned before lunchtime use)</p> <p>Pupils will have to book and pay in advance, maximum 24 capacity to ensure that there is minimal interactions whilst ensuring appropriate supervision</p>

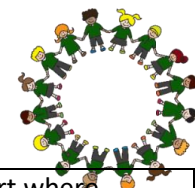


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3. Curriculum, Behaviour & Pastoral Support

Area / Aspect	Action	Notes	Actions / Other control Measures needed
Curriculum expectations	Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. 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.		The curriculum is being reviewed and updated to ensure coverage alongside catch up capabilities A recovery curriculum is being planned for the first half of the autumn term alongside an 'All About Me' topic to support transition and getting to know new pupils' classes
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.	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	schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading	The focus of learning will 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 after the initial transition 'All About me' topic / recovery curriculum. Learning in the first half term will focus on mental health and wellbeing – but through a range of topics / subjects
Aim to return to the school's normal curriculum in all subjects by summer term 2021.	Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.		A recovery curriculum is planned for the Autumn Term There will be a heavy focus on PSHCE / Wellbeing / Mental Health / Social and Emotional support across all classes and year groups in the school

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			with additional 1:1 targeted support where needed.
Plan on the basis of the educational needs of pupils	<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>Recovery Curriculum</p> <p>Assessments over first half term to analyse gaps in knowledge / skills for each individual pupil to enable adaptations to medium and long term plans to support pupil learning and progress across the school.</p> <p>This will include assessing: phonics / spelling / reading / writing / number bonds / times tables / maths skills etc.</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>
Develop remote education so that it is integrated into school curriculum planning	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	Relationships and health education (RHE) for primary aged pupil schools becomes compulsory from September 2020	<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> <p>RSE planned into 2020-21 curriculum reviews across all year groups</p>
Specific points for early years foundation stage (EYFS) to key stage 3	<p>For children in nursery settings, teachers should focus on the prime areas of learning</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, identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary</p>		<p>Nursery – prime area focus in planning and teaching</p> <p>Phonics assessments in EYFS / KS1</p> <p>R/KS1/2 – Basic skills assessments in first half term, inform gaps and planning</p> <p>Use of PIRA for GAP analysis</p> <p>White Rose assessments for Maths</p>

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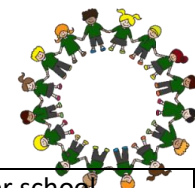
<p>Music, Dance and Drama</p>	<p>All pupils should note that there have access to a quality arts education. Music, dance and drama build confidence and help children live happier, more enriched lives, and discover the joy of expressing themselves.</p> <p>There may, however, be an additional risk of infection 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>Additionally, 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>Singing will not take place in whole class music situations.</p> <p>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>Music teachers, moving between bubbles, will maintain social distance from the children in each bubble that they teach.</p>
<p>Physical Activity in Schools</p>	<p>Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</p> <p>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not</p> <p>Droplet transmission: The risk associated with each action in an activity based on duration and proximity of participants. By using the framework, sports can determine the risk of actions in their matchplay environment – anything, for example, from tackling,</p>	<p>Schools must only provide team sports on the list available at return to recreational team sport framework .</p>	<p>Outdoor PE to be timetabled to utilise spaces (contingency plan if building works overrun) 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</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, players should therefore avoid shouting or raising their</p>

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	to bowling, to re-start – which will then determine the overall level of risk of taking part in that sport.		voices when facing each other during, before and after games
Catch up Support	This one-off grant funding will be paid to all state-funded primary, secondary and special schools in the 2020 to 2021 academic year		Catch up curriculum books for all pupils for the summer English / maths / phonics as appropriate to KS Following gap analysis of pupils, targeted additional support e.g. tutoring / additional interventions to be utilised where appropriate.
Pupil wellbeing and support	<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 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>Local authorities have received funding to employ skilled staff to deliver the training (WfERP) to schools and provide ongoing advice and support from the autumn until March 2021.</p> <p>Schools can prepare by nominating a lead to receive the training, and who will then have the capability to disseminate the learning and practice to staff and pupils within the school. The training will be available in the autumn term.</p>	<p>Wellbeing focus in curriculum Daily / weekly (as appropriate) ‘circle times’ in all classes Focused 1:1 learning mentor work with identified pupils 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>Pastoral Support</p>	<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</p>
<p>Behavioural Expectations</p>	<p>Schools should consider updating their behaviour policies with any new rules/policies and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. 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 policy to be updated for September Behaviour expectations posters to be 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>
<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. 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>SENCO to contact all EHCP pupils prior to the end of the summer term. All RE / RAs for EHCP pupils to be reviewed and updated before the start of the autumn term.</p>

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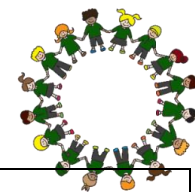
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4. Assessment & Accountability

Area / Aspect	Action	Notes	Actions / Other control Measures needed
Inspection	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.		Continue to prepare for Ofsted New AIP for academic year 2020-21 to be written, with key actions (including those postponed due to Covid) Follow AIP actions to develop school offer, curriculum and outcomes
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. 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>Plan and deliver curriculum throughout school year in preparation for normal assessment windows for summer 2021</p> <p>Year 2 pupils will be prepared to sit phonics screen in A2 2020. Results will be reviewed and moderated internally and across the MAT</p>
Accountability Expectations	Performance tables are suspended for the 2019 to 2020 academic year, and no school or college will be		

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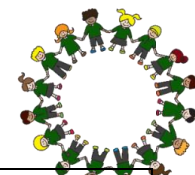


	judged on data based on exams and assessments from 2020. Until the new data release is available, all those working with schools, including Ofsted and DfE regional teams, should refer to the 2019 data		
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5. Contingency Plans for Outbreaks

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>Testing sets on site (if provided)</p> <p>Links for parents to book tests</p> <p>Triage room separate to first aid area</p> <p>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	For individuals or groups of self-isolating pupils, remote education plans should be in place	In the event of a local outbreak, the PHE health protection team or local authority may advise a	<p>Triage room separate to first aid area</p> <p>Use of BBC Bitesize lessons</p> <p>Use of Oak Academy lessons</p>

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		school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality	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 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>In developing these contingency plans, we expect schools to:</p> <ul style="list-style-type: none"> 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 give access to high quality remote education resources 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 provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access 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. 		<ul style="list-style-type: none"> Use of BBC Bitesize lessons Use of Oak Academy lessons Pre-written letters / summary plans for each year group / individual worksheets and activities for off-screen home learning in case of absence / lockdown / isolation of pupils again Half termly topic overviews will be on website related to current teaching each half term Pre-prepped printed resource packs for home learning available if needed

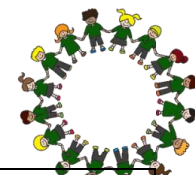
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6. Other Control Measures:

Area	Action / Information	Notes	Actions / Other control Measures needed
<p>Minimise contact with those who become unwell</p>	<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 7/14 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>Staff/ pupils can be tested for Covid-19 using the Government scheme to support absence / returns to work.</p> <p>If a staff member develops symptoms, other relevant staff members will be informed.</p> <p>If a staff member or pupil in a specific room tests positive, then the whole of that room will be sent home to isolate for a week.</p> <p>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.</p> <p>There will be a designated triage area in the school where any child with symptoms will be isolated until they can leave the site.</p> <p>Staff who develop symptoms will be immediately sent home.</p> <p>Once that person has left site, the triage area will be fully cleaned.</p>
<p>Cleaning Hands</p>	<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</p> <p>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.</p> <p>Hands will be washed before snack and lunch and on return from playtime and lunchtime</p> <p>Toilet areas also have sinks in them available for use.</p> <p>Pupils and adults will be prompted / encourages to wash their hands at least every half an hour during the school day.</p>

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			<p>There will be lessons for pupils on hygiene, 'catch it, kill it, bin it'.</p> <p>There will be an increase in hygiene posters around the site.</p> <p>This information will also be available to parents to encourage the sharing of information at home.</p> <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	Books / resources can go to and from school as long as appropriate cleaning / storage measures are undertaken		<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>
Ventilation	Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units	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>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>