



LEARN, LAUGH, LISTEN, LIVE & LOVE

## St. Winefride's Risk Assessment – COVID 19

(From September 2021)



The plan is based upon the latest guidance published by DFE to control and limit the spread of COVID 19. Whilst measures in place in Summer 2021 are no longer required, school will implement measures to ensure that, pupil and adult numbers meeting are controlled and school will continue to implement excellent hygiene measures. In addition, all primary school staff will continue to take two rapid coronavirus (COVID-19) tests each week at home to identify positive cases more quickly and break the chains of transmission. This has been advised that this continues until the end of September 2021 when this will be reviewed. The school does have an 'Outbreak Management Plan' in the event that there is an outbreak of COVID 19 in school or the local area.

### System of controls

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection'.

#### Prevention

##### **The following must be in place, all the time**

- 1) Minimise contact with individuals who have tested positive for COVID 19 by ensuring that they do not attend school
- 2) Ensure everyone is advised to clean hands thoroughly more often than usual.
- 3) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.
- 4) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
- 5) Keep occupied spaces well ventilated. **Use carbon dioxide machines to monitor ventilation within rooms.** (awaiting delivery from Government - <https://www.gov.uk/government/news/all-schools-to-receive-carbon-dioxide-monitors>)

##### **In specific circumstances**

- 6) Ensure individuals wear the appropriate personal protective equipment (PPE) Where necessary.
- 7) Promote and engage in asymptomatic testing, where available (end of September 2021).

### Response to any infection

##### **You must always**

- 9) Promote and engage with the NHS Test and Trace process.
- 10) Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.
- 11) Contain any outbreak by following local health protection team advice.

## Public health advice to minimise Covid19 risks

### Prevention

Area of Risk	Measures to Implement	DfE Guidance
<p><b>Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school</b></p>	<p>Any adult or child <b>must not come into school, if:</b></p> <ul style="list-style-type: none"> <li>• They have one or more coronavirus (COVID-19) symptoms.</li> <li>• They are required to quarantine having recently visited countries outside the Common Travel Area</li> <li>• They have had a positive test.</li> </ul> <p>Any adult or child must immediately cease to attend and not attend for at least 10 days from the day after:</p> <ul style="list-style-type: none"> <li>• The start of their symptoms</li> <li>• The test date if they did not have any symptoms but have had a positive test (whether this was a <a href="#">Lateral Flow Device (LFD)</a> or <a href="#">Polymerase Chain Reaction (PCR) test</a>)</li> </ul> <p>If anyone in the school becomes unwell, <b>they will be sent home immediately</b> and advised to arrange to have a test. While awaiting collection, they should:</p> <ul style="list-style-type: none"> <li>• Stay in the outside classroom. This will be used as an isolation area.</li> <li>• In very bad weather, child will move to an area which is at least 2m away from other people, with appropriate adult supervision. Ideally, a window should be opened for ventilation.</li> <li>• PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). Staff must wash hands thoroughly after contact with anyone who is unwell.</li> <li>• If they need to use the toilet, while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products immediately afterwards before being used by anyone else.</li> </ul> <p>Anyone contacted by Track and Trace as being in close contact with someone who has tested positive for COVID 19 will be advised to have a PCR test. All individuals, who have been in contact with someone with COVID 19 should take a PCR test if advised to do so.</p>	<p>Anyone told to isolate by NHS Test and Trace or by their public health protection team has a legal obligation to self-isolate, but you may leave home to avoid injury or illness or to escape risk of harm. More information can be found on <a href="#">NHS Test and Trace: how it works</a>.</p> <p>If anyone in your school develops a new and continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), you:</p> <ul style="list-style-type: none"> <li>• must send them home to begin isolation – the isolation period includes the day the symptoms started and the next 10 full days.</li> <li>• advise them to follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection.</li> <li>• advise them to arrange to have a test as soon as possible to see if they have coronavirus (COVID-19).</li> <li>• Advise that they seek advice from Track and Trace and 119 and anyone in their household receives a PCR test.</li> </ul> <p>Their isolation period includes the day symptoms started for the first person in their household, or the day their test was taken if they did not have symptoms, whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test), and the next 10 full days. If a member of the household starts to display symptoms while self-isolating, they will need to restart the 10-day isolation period and book a test.</p> <p>Settings only needed to do contact tracing up to and including 18th July. Close contacts will now be identified via NHS Test and Trace and education settings will no longer be expected to undertake contact tracing.</p> <p>As with positive cases in any other setting, NHS Test and Trace will work with the positive case and/or their parent to identify close contacts. Contacts from a school setting will only be traced by NHS Test</p>

**Wearing Face Masks – If a member of staff or a parent chooses to wear a face mask on the school premises, they are entitled to do so.**

- Face coverings are no longer advised for pupils, staff and visitors either in classrooms or in communal areas.
- School will support any staff members, pupils or students that wish to continue to wear a face covering.
- Face coverings will be reintroduced if there is an outbreak in school or if the Director of Public Health advises that face coverings should temporarily be worn in communal areas or classrooms (by pupils, staff, and visitors, unless exempt).
- Face visors or shields are not worn as an equivalent alternative to face coverings; however, they can be worn by those exempt from wearing face coverings.
- School outbreak management plans cover the possibility of face coverings being reintroduced:
  - transparent face coverings can also be worn.
  - face visors or shields can be worn only after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.
- School will not prevent individuals from entering or attending school if they are not wearing a face covering, if exempt.
- School has a supply of face coverings available

Clear instructions are provided on how to put on, remove, store, and dispose of face coverings

and Trace where the positive case and/or their parent specifically identifies the individual as being a close contact. This is likely to be a small number of individuals who would be most at risk of contracting COVID-19 due to the nature of the close contact. You may be contacted in exceptional cases to help with identifying close contacts, as currently happens in managing other infectious diseases.

Individuals are not required to self-isolate if they live in the same household as someone with COVID-19, or are a close contact of someone with COVID-19, and any of the following apply:

- they are fully vaccinated
- they are below the age of 18 years and 6 months
- they have taken part in or are currently part of an approved COVID-19 vaccine trial
- they are not able to get vaccinated for medical reasons

Instead, they will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to take a [PCR test](#). We would encourage all individuals to take a PCR test if advised to do so.

Staff who do not need to isolate, and children and young people aged under 18 years 6 months who usually attend school, and have been identified as a close contact, should continue to attend school as normal. They do not need to wear a face covering within the school, but it is expected and recommended that these are worn when travelling on public or dedicated transport.

The LFD testing programme in schools is designed to identify those who are asymptomatic and are inadvertently spreading the virus. Whilst testing should be positively encouraged, it is not possible to prevent somebody from attending school if they do not undertake appropriate testing.

		<p>In most cases, parents and carers will agree that a pupil with symptoms should not attend the school, given the potential risk to others.</p> <p>If a parent or carer insists on a pupil attending your school, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19. Your decision would need to be carefully considered in light of all the circumstances and current public health advice.</p> <p>Those identified as a close contact will be informed by NHS Test and Trace that they have been in close contact with a positive case and advised to take a PCR test. We strongly encourage all individuals to take a PCR test if advised to do so. There is no requirement to self-isolate while awaiting PCR test results and so individuals can attend their setting as usual.</p>
Area of Risk	Measures to Implement	DfE Guidance
<p><b>Ensure everyone is advised to clean their hands thoroughly and more often than usual</b></p>	<ul style="list-style-type: none"> <li>Teachers must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. This can be done with soap and water or hand sanitiser.</li> <li>Regular and thorough hand cleaning is going to be needed for the foreseeable future.</li> <li>Children will wash their hands (with soap/20 secs) on arrival at school before and after breaks and lunch and before they leave to go home – member of staff will supervise this.</li> <li>In between these handwashing sessions, children will be encouraged to use hand sanitisers, which will be freely available around classroom and school.</li> <li>Reception, Year 1, Year 4 and Year 6 – all have access to sinks in classrooms.</li> <li>Year 2 and Year 5 – have access to sinks in open area (each sink to be allocated to a class)</li> <li>Year 3 will use a portable washing station – kept in corridor outside classroom.</li> <li>All classes will have hand sanitiser dispensers.</li> <li>Younger children and those with complex needs will be supervised and helped to clean their hands properly.</li> </ul>	<p>Coronavirus is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser.</p> <p>Use disposable cloths or paper roll and disposable mop heads, to clean all hard surfaces, floors, chairs, door handles and sanitary fittings, using a disinfectant that it is effective against enveloped viruses</p> <p>Avoid creating splashes and spray when cleaning.</p> <p>Pupils who use saliva as a sensory stimulant or who struggle with ‘catch it, bin it, kill it’ may also need more opportunities to wash their hands.</p> <p>Continue to help pupils with complex needs to clean their hands properly.</p>

	<ul style="list-style-type: none"> <li>Children to be constantly reminded to avoid touching your mouth, nose and eyes.</li> </ul>	<p><b>You should:</b></p> <ol style="list-style-type: none"> <li>Ensure good hygiene for everyone.</li> <li>Maintain appropriate cleaning regimes.</li> <li>Keep occupied spaces well ventilated.</li> <li>Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19.</li> </ol> <p><b>Hand hygiene</b></p> <p>Frequent and thorough hand cleaning should now be regular practice. You should continue to ensure that pupils clean their hands regularly. This can be done with soap and water or hand sanitiser.</p> <p><b>Respiratory hygiene</b></p> <p>The ‘catch it, bin it, kill it’ approach continues to be very important. The <a href="#">e-Bug COVID-19 website</a> contains free resources for you, including materials to encourage good hand and respiratory hygiene.</p> <p><b>Use of personal protective equipment (PPE)</b></p> <p>Most staff in schools will not require PPE beyond what they would normally need for their work. The guidance on the <a href="#">use of PPE in education, childcare and children’s social care settings</a> provides more information on the use of PPE for COVID-19.</p>
Area of Risk	Measures to Implement	DfE Guidance
<p><b>Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach</b></p>	<ul style="list-style-type: none"> <li>All classes to have boxes of tissues and staff to regularly remind children of the ‘catch it, bin it, kill it’ approach.</li> <li>Each class to have at least 2 hand sanitisers – which should be sited near bins, so children sanitise hands after using tissue.</li> <li>Tissue bins, boxes of tissues and hand sanitisers will be sited in communal staff areas, at school entrance and in office area.</li> </ul> <p><b>Signage</b></p> <ul style="list-style-type: none"> <li>Posters in toilets and classrooms reminding children of the ‘catch it, bin it, kill it’ approach</li> <li>Other signage displayed around school:</li> </ul>	<p>The ‘catch it, bin it, kill it’ approach continues to be very important; schools must ensure that they have enough tissues and bins available. 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>The <a href="#">e-Bug coronavirus (COVID-19) website</a> contains free resources for schools, including materials to encourage good hand and respiratory hygiene.</p>

	<ul style="list-style-type: none"> <li>- Reminding children to wash hands</li> <li>- Reminders regarding washing hands above all sinks including those in classrooms and Learning Zone.</li> <li>- Information posters in all classrooms and toilets.</li> </ul>	Some pupils with complex needs may struggle to maintain as good respiratory hygiene, e.g., those who spit uncontrollably or use saliva as a sensory stimulant. Risk assessments in order to support these pupils and the staff working with them should be carried out and is not a reason to deny these pupils face to face education.
<b>Maintain enhanced cleaning, including cleaning of frequently touched surfaces using standard products such as detergents</b>	<p><b>Cleaning</b></p> <ul style="list-style-type: none"> <li>▪ Toilets will be cleaned before lunch and deep cleaned at the end of each day and children encouraged to clean hands thoroughly after using the toilet.</li> <li>▪ Tables and contact points must be cleaned regularly – a bucket of water with detergent will be available in every class, to clean tables and the back of chairs, door handles (light switches and electrical equipment to be cleaned by an adult using sanitiser wipes.)</li> <li>▪ Children will be strongly encouraged to use their OWN equipment. Classes have a bank of resources and KS1 children will have pencil cases and utensils provided.</li> <li>▪ All classes will have a store of equipment – such as Art materials and Laptops and tablets – teachers need to organise cleaning of equipment at the end of day</li> <li>▪ Contact points should be cleaned by cleaner at least once daily, including taps, toilet flushes, toilet seats, table surfaces, door handles, handrails, armrests, light switches etc. However, staff will be required to clean surfaces and touch points when used.</li> <li>▪ Any communication from teacher to cleaner should be left on the whiteboard in the classroom area at the end of each day.</li> </ul>	<p>2. Maintain appropriate cleaning regimes, using standard products such as detergents</p> <p>You should put in place and maintain an appropriate cleaning schedule. This should include regular cleaning of areas and equipment (for example, twice per day), with a particular focus on frequently touched surfaces.</p> <p>In line with the risk assessment and timetabling of the day, put in place and maintain an enhanced cleaning schedule. This should include:</p> <ul style="list-style-type: none"> <li>• more frequent cleaning of rooms / shared areas that are used by different groups</li> <li>• frequently touched surfaces being cleaned more often than normal.</li> <li>• cleaning toilets regularly.</li> <li>• encouraging pupils to wash their hands thoroughly after using the toilet.</li> </ul>
<b>Area of Risk</b>	<b>Measures to Implement</b>	<b>DfE Guidance</b>
<b>Maintain enhanced cleaning, including cleaning of frequently touched surfaces using standard products such as detergents</b>	<p><b>Classrooms</b></p> <ul style="list-style-type: none"> <li>▪ Children should be taught to wash their hands frequently, but particularly after using wheeled bikes, trikes and other large, movable toys. Children should be encouraged where possible not to touch their faces or to put objects in their mouths. Sharing stories, singing and playing outdoor games will help all children to socialise and resettle into familiar everyday classroom routines.</li> <li>▪ <b>In KS1 + 2</b>, desks and any other frequently used surfaces will be/should be wiped regularly.</li> <li>▪ Children in years 3, 5 + 6 with support from adults in class will wipe down their tables prior to lunchtime.</li> </ul>	<p>2. Maintain appropriate cleaning regimes, using standard products such as detergents</p> <p>You should put in place and maintain an appropriate cleaning schedule. This should include regular cleaning of areas and equipment (for example, twice per day), with a particular focus on frequently touched surfaces.</p>
<b>Area of Risk</b>	<b>Measures to Implement</b>	<b>DfE Guidance</b>

<p><b>Consider how to minimise contact across the site and maintain social distancing wherever possible</b></p>	<ul style="list-style-type: none"> <li>▪ Although there is no requirement to function in bubbles, we are mindful of monitoring children mixing throughout the school and initially will implement the following measures:             <ul style="list-style-type: none"> <li>✓ Staggered Lunchtime to enable Reception and KS1 to utilise the hall then it will be cleaned and KS2 will utilise the hall. No classrooms will be used at lunchtimes.</li> <li>✓ A rota for staff to eat their lunch – to limit the number of adults in one space at the same time.</li> <li>✓ If classes use the same space for intervention, a member of staff should wipe the tables/ area.</li> <li>✓ When using the toilets, the children will be asked to remain outside the toilet if all cubicles are being used. The children will be asked to go to the toilet, wash their hands and go outside/ back to class immediately.</li> </ul> </li> </ul>	<p>We no longer recommend that it is necessary to keep children in consistent groups ('bubbles'). This means that bubbles will not need to be used for any summer provision (for example, summer schools) or in schools from the autumn term.</p> <p>As well as enabling flexibility in curriculum delivery, this means that assemblies can resume, and you no longer need to make alternative arrangements to avoid mixing at lunch.</p>
<p><b>Communication</b></p>	<ul style="list-style-type: none"> <li>▪ School follows latest DfE, PHE &amp; Gov.uk, Cheshire West and Chester PH Team and LA guidance</li> <li>▪ School opening COVID 19 RA published to website &amp; shared with parents and governors.</li> <li>▪ Clear communication sent to parents and pupils with a link on the school website covering all aspects of how school will function.</li> <li>▪ Regular staff briefings held to cover any changes to arrangements.</li> <li>▪ School has shared with all staff the measures in place and involved staff &amp; the governing body in that process.</li> <li>▪ A record is kept of all visitors and contractors that come to the school site.</li> </ul>	

Area of Risk	Measures to Implement	DFE Guidance
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<p><b>Measures in the classroom</b></p>	<ul style="list-style-type: none"> <li>▪ Whilst there is no guidance on children functioning in bubbles or sitting in rows in the classroom, we advise that: <ul style="list-style-type: none"> <li>✓ The teacher’s desk is at the front of the classroom.</li> <li>✓ Children are supervised washing their hands/ using hand sanitiser regularly throughout the day especially before and after playtimes/ lunchtimes/ arrival and dismissal from school and generally where appropriate.</li> <li>✓ Windows and doors are opened to ensure good ventilation.</li> <li>✓ Classrooms with a ventilation monitor are using them daily and responding appropriately.</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Measures in the classroom</b></p> <p>We no longer recommend that it is necessary to keep children in consistent groups (‘bubbles’). This means that bubbles will not need to be used for any summer provision (for example, summer schools) or in schools from the autumn term.</p> <p>As well as enabling flexibility in curriculum delivery, this means that assemblies can resume, and you no longer need to make alternative arrangements to avoid mixing at lunch.</p> <p>The ‘catch it, bin it, kill it’ approach continues to be very important; schools must ensure that they have enough tissues and bins available. 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>In line with the risk assessment and timetabling of the day, put in place and maintain an enhanced cleaning schedule. This should include:</p> <ul style="list-style-type: none"> <li>• more frequent cleaning of rooms / shared areas that are used by different groups</li> <li>• frequently touched surfaces being cleaned more often than normal.</li> <li>• cleaning toilets regularly.</li> <li>• encouraging pupils to wash their hands thoroughly after using the toilet.</li> </ul>
<p><b>Measures elsewhere</b></p>	<ul style="list-style-type: none"> <li>• Adults should be mindful of social distancing and not congregate in shared spaces, especially smaller areas.</li> <li>• Staff need to respect environment in which we work by adhering to guidance from governance both in and outside of school.</li> <li>• Movement around the school will be kept to a minimum. Children will not be allowed to leave their classroom, other than when going the toilet, without supervision or to the</li> </ul>	<p>While passing briefly in the corridor or playground is low risk, avoid creating busy corridors, entrances and exits.</p>



	<p>hall for hot lunch. Children can move to intervention areas with their supporting member of staff.</p> <ul style="list-style-type: none"> <li>• All children will enter classroom and leave classroom via external entrance.</li> <li>• All staff will be allowed to use their mobile devices to contact the school office.</li> </ul>	
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Area of Risk	Measures to Implement	DfE Guidance
<b>Measures elsewhere</b>	<p><b>Staff room</b></p> <ul style="list-style-type: none"> <li>• Numbers in staffroom limited to 6. Lunchtime will be split into 2 separate sittings. KS1 staff will use the Staffroom between 12noon and 12.30pm. KS2 will use it between 12.30 and 1pm. Admin staff will have lunch after this time.</li> <li>• Children should only enter toilets in small groups.</li> <li>• Class teacher/TA/MDA will speak with the children about behaviour when going to the toilet and the need for excellent hygiene.</li> </ul> <p><b>The Lantern</b></p> <ul style="list-style-type: none"> <li>• Staff may start to use the Lantern with their class.</li> <li>• Due to the limited ventilation in this room, the door will need to be open.</li> <li>• A CO2 monitor is needed in this room to monitor the ventilation.</li> <li>• It is advised that classes DO NOT stay in this room for longer than 20 minutes or must leave if the CO2 monitor indicates that ventilation is poor.</li> <li>• The Lantern will be cleaned each evening.</li> </ul>	

Area of Risk	Measures to Implement	DfE Guidance
<b>Measures elsewhere – Break Times</b>	<ul style="list-style-type: none"> <li>• Staff can use personal mobile phones to contact other staff members in school building, if necessary. This is only way to get message to school office, as children cannot wander around school, unaccompanied.</li> <li>• Prior and after breaks – dependent upon age, children to be supervised washing hands thoroughly and to have toilet breaks.</li> <li>• For Health and Safety, the Trim Trail, KS1 play area and KS1 boat – equipment will be timetabled with classes using equipment on a daily basis.</li> </ul> <p><b>First Aid</b></p> <ul style="list-style-type: none"> <li>• PPE should be worn (gloves, apron and mask) when dealing with a first aid incident. If it involves bodily fluid, a visor may be worn.</li> </ul>	

	<ul style="list-style-type: none"> <li>• The member of staff who is responsible for the injured child's bubble should administer first aid. If injury is serious or a second opinion required, a first aider should be called.</li> <li>• Vomit/blood and other bodily fluids should be cleaned up as soon after incident as possible. PPE should be worn. Children must wait away from the rest of their class for their parents to collect them.</li> <li>• In case of first aid being needed, all staff members will have 'medical bum bag' and deal with the injury. If serious, help will be sought via admin office.</li> </ul>	
<b>Area of Risk</b>	<b>Measures to Implement</b>	<b>DfE Guidance</b>
<b>Measures elsewhere – Lunchtimes</b>	<p>In addition to the measure above.</p> <ul style="list-style-type: none"> <li>• MDAs will be assigned to specific classes and will remain with this class throughout lunchtime. (There will be an additional MDA on hot dinner duty in the hall)</li> </ul> <p>Lunch time will take place over 2 settings</p> <ul style="list-style-type: none"> <li>• FS + KS1 – 12pm – 12.30pm <ul style="list-style-type: none"> <li>- All of FS, Year 1 and Year 2 children will eat in the hall.</li> <li>- After they have eaten their lunch, FS + KS1 children will play outside as per breaktime until 1.15pm.</li> <li>- Children will be assigned a MDA and they must approach their MDA if they need adult support.</li> <li>- On Friday, Miss Reynolds will provide sporting activities for the children in Reception and KS1. Miss Reynolds to keep a register of the children who participate.</li> </ul> </li> </ul> <p>First sitting must leave the hall by 12.30pm to enable it to be cleaned for 2nd sitting. A few slow eating children may be left. They will be seated together away from the children in KS2. They should be moved to side tables.</p> <ul style="list-style-type: none"> <li>• KS2 -- 12.35pm – 1.15pm <ul style="list-style-type: none"> <li>- All children in KS2 will eat their dinner in the hall.</li> <li>- Children will be assigned MDA and this is the adult that they should ask for support from should they require it.</li> <li>- When the weather is good, all KS2 and Year 2 pack lunch children will eat outside, using the picnic tables.</li> </ul> </li> </ul> <p>After the children have eaten:</p> <ul style="list-style-type: none"> <li>- If school field is dry, all KS2 children will go into school field and playground.</li> <li>- Monday, Tuesday and Wednesday, Mr Mills will be on the KS2 playground organising sports for the children who would like to play sport. Mr Mills will keep a register of the children who participate.</li> </ul> <p>Staff to adhere to lunchtime TT as closely as possible.</p>	

Area of Risk	Measures to Implement	DfE Guidance
<b>Measures for arriving at, and leaving school</b>	<ul style="list-style-type: none"> <li>• ALL CHILDREN MUST WASH HANDS UPON ARRIVAL.</li> <li>• Parents will be advised to drop off children and leave the premises; not to remain on the playground. Older children may be left at the school gate and asked to walk to their classroom.</li> <li>• When collecting children from school, parents will be asked to be mindful of distancing.</li> </ul>	

Area of Risk	Measures to Implement	DfE Guidance
<b>Reducing Numbers of adults on premises</b>	<p><b>Parents</b></p> <ul style="list-style-type: none"> <li>• Essential correspondence sent out via letter on ScoPay and, if appropriate, posted on school website.</li> <li>• Regular updates will send sent out to parents and posted on school website where necessary.</li> </ul> <p><b>Visitors</b></p> <ul style="list-style-type: none"> <li>• Visitors, including supply teachers + contractors who are carrying out jobs responsible for ensuring the health and safety of children and staff, will be allowed to enter. Where possible contractors should come into school when children are not present or will only be allowed to work in areas where there are no children or adults.</li> <li>• A record of all visitors is kept in Admin Office.</li> </ul> <p>Some pupils with SEND will need specific help and support for the changes to routine that these measures will involve. Staff should plan to meet these needs, for example using social stories.</p> <p>Pupils with medical conditions need to fully support in school. To ensure this the school should work with:</p> <ul style="list-style-type: none"> <li>• local authorities</li> <li>• health professionals</li> </ul>	<p><b>Settings may commence testing from 3 working days before the start of term and can stagger return of pupils across the first week to manage this. Pupils should then continue to test twice weekly at home until the end of September, when this will be reviewed.</b></p> <p><b>Staff should undertake twice weekly home tests whenever they are on site until the end of September, when this will also be reviewed.</b></p>

Area of Risk	Measures to Implement	DfE Guidance
Equipment	<ul style="list-style-type: none"> <li>All children, from year 1 upwards will be given a pencil case containing school essentials.</li> <li>In KS2, encourage the children to use their own equipment.</li> </ul>	
Keep occupied spaces well ventilated	<ul style="list-style-type: none"> <li>External doors should be wedged open as much as possible – to provide ventilation and limit use of handles. (Safeguarding – school gates will be locked as soon as all children are in.)</li> <li>All windows to be open, other than in very cold weather.</li> <li>In very cold weather, windows to be open for 10 mins in every hour.</li> <li>External doors should be left open during breaktimes and lunchtime to enable circulation of air.</li> <li>Most populated KS2 class has been given CO2 monitors which change colour and alert staff to fact more ventilation is needed. The Government, in their latest guidance, has stated that CO2 monitors will be given to school and these will be placed in highly populated classes depending upon the number of monitors received or in every room if we are able to do so.</li> <li>If possible, rearranging furniture where possible to avoid direct draughts.</li> <li>Heaters can be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</li> </ul> <p>As per recent advice, schools will receive Carbon Dioxide monitors to help monitor where ventilation should be improved.</p>	<p>Good ventilation reduces the concentration of the virus in the air, which reduces the risk from airborne transmission. When your school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained. The Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice provides more information. To balance the need for increased ventilation while maintaining a comfortable temperature, consider:</p> <ul style="list-style-type: none"> <li>opening high level windows in colder weather in preference to low level to reduce draughts</li> <li>increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused)</li> <li>providing flexibility to allow additional, suitable indoor clothing – for more information see school uniform</li> <li>rearranging furniture where possible to avoid direct draughts</li> </ul> <p>Information about monitors from the DfE:  <a href="https://www.gov.uk/government/news/all-schools-to-receive-carbon-dioxide-monitors">https://www.gov.uk/government/news/all-schools-to-receive-carbon-dioxide-monitors</a></p>

Aspect	Measures to Implement	DfE Guidance
Promote and engage in asymptomatic testing, where available	<ul style="list-style-type: none"> <li>All staff in primary schools have been supplied with lateral flow device (LFD) test kits to self-swab and are asked to carry out the test twice a week (Monday morning + Thursday morning).</li> <li>Staff must report their result to NHS Test and Trace either online or by telephone and should also share their result with their school.</li> <li>Staff with a positive LFD test result will need to self-isolate in line with the <a href="#">stay-at-home guidance</a>. They will also need to arrange a polymerase chain reaction (PCR) test to confirm the result.</li> </ul>	<p>Rapid testing remains a vital part of our plan to suppress this virus. It remains imperative that the <a href="#">system of controls</a> continues to be rigorously applied to enable the safest possible environment. The testing programme is an important addition to supporting leaders to maintain the continuity of education through the pandemic.</p> <p>Testing is not mandatory for staff and staff do not need to provide proof of a negative test result to attend school or nursery in person, although participation in testing is strongly encouraged.</p>

	<ul style="list-style-type: none"> <li>• Staff with a negative LFD test result can continue to attend school or nursery and use protective measures.</li> </ul> <p>Advice for up to end of September 2021.</p>	<p>The asymptomatic testing programme does not replace the current testing policy for those with symptoms. Anyone with symptoms (even if they recently had a negative LFD test result), should still self-isolate immediately according to government guidelines.</p> <p>Those with symptoms are also expected to order a test online or visit a test site to take a polymerase chain reaction (PCR) test to check if they have the virus.</p>
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Area of Risk	Measures to Implement	DfE Guidance
<b>Self-isolation and PCR testing</b>	<p>Schools must ensure that staff members and parents understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> <li>▪ Book a test if they or their child are displaying symptoms. Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit.</li> <li>▪ Provide details of anyone they or their child have been in close contact with to NHS Track and Trace if they were to test positive for coronavirus. School may assist NHS Track and Trace with close contacts.</li> <li>▪ If they have been in close contact with someone who tests positive for coronavirus, on the advice from NHS Track and Trace, complete a PCR test.</li> <li>▪ Parents and staff must inform (or be asked to inform) school immediately of the results of a test.</li> <li>▪ Staff or pupils with a positive LFD test result must arrange a lab-based polymerase chain reaction (PCR) test to confirm the result. If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self-test LFD test and the pupil can return to school. Those with a negative LFD test result can also continue to attend school and use protective measures.</li> </ul>	<p>Settings only needed to do contact tracing up to and including 18th July. Close contacts will now be identified via NHS Test and Trace and education settings will no longer be expected to undertake contact tracing.</p> <p>As with positive cases in any other setting, NHS Test and Trace will work with the positive case and/or their parent to identify close contacts. Contacts from a school setting will only be traced by NHS Test and Trace where the positive case and/or their parent specifically identifies the individual as being a close contact. This is likely to be a small number of individuals who would be most at risk of contracting COVID-19 due to the nature of the close contact. You may be contacted in exceptional cases to help with identifying close contacts, as currently happens in managing other infectious diseases.</p> <p>Individuals are not required to self-isolate if they live in the same household as someone with COVID-19, or are a close contact of someone with COVID-19, and any of the following apply:</p> <ul style="list-style-type: none"> <li>• they are fully vaccinated</li> <li>• they are below the age of 18 years and 6 months</li> <li>• they have taken part in or are currently part of an approved COVID-19 vaccine trial</li> <li>• they are not able to get vaccinated for medical reasons</li> </ul> <p>Instead, they will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to take a <a href="#">PCR test</a>. We would encourage all individuals to take a PCR test if advised to do so.</p> <p>Staff who do not need to isolate, and children and young people aged under 18 years 6 months who usually attend school, and have been identified as a close contact, should</p>

		<p>continue to attend school as normal. They do not need to wear a face covering within the school, <b>but it is expected and recommended that these are worn when travelling on public or dedicated transport.</b></p> <p>18-year-olds will be treated in the same way as children until 6 months after their 18th birthday, to allow them the opportunity to get fully vaccinated. At which point, they will be subject to the same rules as adults and so if they choose not to get vaccinated, they will need to self-isolate if identified as a close contact.</p> <p>Settings will continue to have a role in working with health protection teams in the case of a local outbreak. If there is a substantial increase in the number of positive cases in a setting (see <a href="#">Stepping measures up and down</a> section for more information) or if central government offers the area an enhanced response package, a director of public health might advise a setting to temporarily reintroduce some control measures.</p>
<p><b>Manage confirmed cases of coronavirus (COVID-19) amongst the school community</b></p>	<ul style="list-style-type: none"> <li>▪ Schools should keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups*. (The health protection team will provide definitive advice on who must be sent home.)</li> <li>▪ The school should not request evidence of negative test results before admitting children back to school.</li> </ul>	<p>DfE Helpline on 0800 046 8687 – select option 1 for advice on the action to take in response to a positive case.</p> <p>The advice service (or PHE local health protection team if escalated) will work with you to guide you through the actions you need to take. Based on their advice, you must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate immediately and for the next 10 full days counting from the day after contact with the individual who tested positive.</p>
<p><b>Contain any outbreak by following PHE local health protection team advice</b></p>	<p>If school has 5 or more confirmed cases within a class, school should call the dedicated advice service who will escalate the issue to your local health protection team where necessary and advise if any additional action is required.</p> <p>SEE OUTBREAK MANAGEMENT PLAN</p>	<p>A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed.</p> <p>Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <p><b>Close contact means:</b></p> <ul style="list-style-type: none"> <li>• anyone who lives in the same household as someone with coronavirus (COVID-19) symptoms or who has tested positive</li> <li>• anyone who has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with a PCR or LFD test: <ul style="list-style-type: none"> <li>○ face-to-face contact including being coughed on or having a face-to face conversation within 1 metre</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ been within 1 metre for 1 minute or longer without face-to-face contact</li> <li>○ sexual contacts</li> <li>○ been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)</li> <li>○ travelled in the same vehicle or a plane.</li> </ul>
Area of Risk	Measures to Implement	DfE Guidance
<b>Admitting Children and Staff back to school</b>	<ul style="list-style-type: none"> <li>● Schools should not request evidence of negative test results or other medical evidence before allowing staff or children to return to school after a period of self-isolation.</li> <li>● If a parent or carer insists on a pupil attending your school before the isolation period is over, school can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect your pupils and staff from possible infection with coronavirus (COVID-19). Your decision would need to be carefully considered in the light of all the circumstances and current public health advice.</li> </ul>	The pupil or staff member who tested positive for coronavirus (COVID-19) can return to their normal routine and stop self-isolating after they have finished their isolation period and their symptoms have gone or if they continue to have only a residual cough or anosmia. This is because a cough or anosmia can last for several weeks once the infection has gone. If they still have a high temperature after 10 days or are otherwise unwell, you should advise them to stay at home and seek medical advice.
<b>Coronavirus (COVID-19) asymptomatic testing in schools</b>	<ul style="list-style-type: none"> <li>● Primary schools Staff will continue to test with LFDs twice a week at home, as per existing guidance until the end of September. LFD testing does not replace current testing for anyone with symptoms. If a member of staff has symptoms, they should take a PCR test.</li> <li>● Staff should report results via DFE site and to the HT to log in school.</li> <li>● LFD testing is recommended but not mandatory.</li> <li>● Primary age pupils will not be tested with LFDs at the current time.</li> <li>● If a member of staff receives a positive result, they are required to get a confirmatory PCR test and must self-isolate during this period until the results are received.</li> </ul>	<p>Rapid testing using Lateral Flow Devices (LFD)s will help to identify people who are infectious but do not have any coronavirus symptoms. Testing remains voluntary but strongly encouraged.</p> <p><b>Settings may commence testing from 3 working days before the start of term and can stagger return of pupils across the first week to manage this. Pupils should then continue to test twice weekly at home until the end of September, when this will be reviewed.</b></p> <p><b>Staff should undertake twice weekly home tests whenever they are on site until the end of September, when this will also be reviewed.</b></p>

Area of Risk	Measures to Implement	DfE Guidance
<b>Attendance</b>	School attendance will be mandatory for all pupils from 2 <sup>nd</sup> September. The usual rules on school attendance apply, including:	School attendance is mandatory for all pupils of compulsory school age and it is a priority to ensure that as many children as possible regularly attend school.

	<ul style="list-style-type: none"> <li>• parents' duty to ensure their child's regular attendance at school (where the child is a registered pupil at school, and they are of compulsory school age).</li> <li>• the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct.</li> </ul> <p>School is responsible for recording attendance, following up absence and reporting children missing education to the local authority.</p>	<p>Where a child is required to self-isolate or quarantine because of COVID-19 in accordance with relevant legislation or guidance published by PHE or the DHSC they should be recorded as code X (not attending in circumstances related to coronavirus). Where they are unable to attend because they have a confirmed case of COVID-19 they should be recorded as code I (illness).</p> <p>For pupils abroad who are unable to return, code X is unlikely to apply. In some specific cases, code Y (unable to attend due to exceptional circumstances) will apply. Further guidance about the use of codes is provided in the <a href="#">school attendance guidance</a>.</p>
<p><b>School Workforce</b></p>	<ul style="list-style-type: none"> <li>• The Government has advised that everyone can return to the workplace. There is no need for staff to work from home. CEV are advised to follow the same guidance as everyone else.</li> <li>• All members of staff will receive a copy of the school's RA. This will be available on the school website also. <b>This risk assessment is a working document.</b></li> <li>• The headteacher will explain to staff the measures the school is putting in place to reduce risks and that adherence to the measures will provide the necessary reassurance for staff in managing the spread of COVID 19.</li> <li>• The headteacher will discuss any concerns individuals may have around their particular circumstances and reassure staff, including those who may be clinically vulnerable, clinically extremely vulnerable or at increased comparative risk from coronavirus, about the protective measures in place.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff should follow the system of controls to minimise the risks of transmission. Following the system of controls will reduce the risks to all staff significantly.</li> </ul> <p>School leaders are best placed to determine the workforce required to meet the needs of their pupils.</p> <p><b>Clinically extremely vulnerable (CEV) people are advised, as a minimum, to follow the same guidance as everyone else. It is important that everyone adheres to this guidance, but CEV people may wish to think particularly carefully about the additional precautions they can continue to take. Further information can be found in the <a href="#">guidance on protecting people who are CEV from COVID-19</a>.</b></p> <p>Social distancing measures have now ended in the workplace and it is no longer necessary for the government to instruct people to work from home. Employers should be able to explain the measures they have in place to keep CEV staff safe at work. The Health and Safety Executive (HSE) has published guidance on <a href="#">protecting vulnerable workers</a>, including advice for employers and employees on <a href="#">how to talk about reducing risks in the workplace</a>.</p>



		We welcome your support in encouraging vaccine take up and enabling staff who are eligible for a vaccination to attend booked vaccine appointments where possible even during term time.
<b>Staff who are clinically extremely vulnerable</b>	<p>As restrictions have been eased following the move to Step 4 of the roadmap, we are advising clinically extremely vulnerable people, as a minimum, to follow the same guidance as everyone else. It is important that everyone adheres to this guidance.</p> <p>However, as someone who is at a higher risk of becoming seriously ill if you were to catch COVID-19, you may wish to think particularly carefully about additional precautions you might wish to continue to take. Individuals may choose to limit the close contact they have with those they do not usually meet with in order to reduce the risk of catching or spreading COVID-19, particularly if they are clinically extremely vulnerable and if COVID-19 disease levels in the general community are high. It is important to respect and be considerate of those who may wish to take a more cautious approach as restrictions are lifted.</p>	<p>School leaders are best placed to determine the workforce required to meet the needs of their pupils.</p> <p>Clinically extremely vulnerable (CEV) people are advised, as a minimum, to follow the same guidance as everyone else. It is important that everyone adheres to this guidance, but CEV people may wish to think particularly carefully about the additional precautions they can continue to take. Further information can be found in the <a href="#">guidance on protecting people who are CEV from COVID-19</a>.</p> <p>Social distancing measures have now ended in the workplace and it is no longer necessary for the government to instruct people to work from home. Employers should be able to explain the measures they have in place to keep CEV staff safe at work. The Health and Safety Executive (HSE) has published guidance on <a href="#">protecting vulnerable workers</a>, including advice for employers and employees on <a href="#">how to talk about reducing risks in the workplace</a>.</p> <p>We welcome your support in encouraging vaccine take up and enabling staff who are eligible for a vaccination to attend booked vaccine appointments where possible even during term time.</p>
<b>Area of Risk</b>	<b>Measures to Implement</b>	<b>DFE Guidance</b>
<b>Employers' health and safety obligations</b>	<p>Ensure that the school is following the system of controls to ensure that school:</p> <ul style="list-style-type: none"> <li>• mitigates the risks of coronavirus (COVID-19) to pupils and staff.</li> <li>• meet your legal duties to protect employees and others from harm.</li> </ul> <p><b>If there is an outbreak in school or in the local area, we shall seek advice from PHE and implement measures from our outbreak management plan.</b></p>	<p>Schools have a legal obligation to protect their employees, and others, from harm and should continue to assess health and safety risks in the usual way, especially in light of any changing circumstances. If there is an outbreak in school or in the local area, we shall seek advice from PHE and implement measures from our outbreak management plan.</p> <p>The Health and Safety Executive published guidance on first aid during coronavirus (COVID-19) which:</p>

		<ul style="list-style-type: none"> <li>• supports local risk assessments</li> <li>• provides guidance for first aiders</li> </ul>
<b>Supporting Staff</b>	<p>Ensure that all staff are aware of any initiatives that can be assessed to support their mental health and well-being – such as Brio leisure on-line activities and Mindfulness activities.</p> <p>Read about the:</p> <ul style="list-style-type: none"> <li>• extra mental health support for pupils and teachers</li> <li>• Wellbeing for Education return programme</li> </ul>	<p>All employers have a duty of care to their employees, and this extends to their mental health.</p> <p>Education Support provides a free helpline for school staff and targeted support for mental health and wellbeing.</p>
<b>Staff Deployment</b>	<p>School will ensure the way in which staff are deployed is flexible and meets current needs.</p> <p>Any deployments will only be made if the staff member has the appropriate skills, expertise and experience to carry out role.</p>	<p>You should ensure that you continue to have appropriate support in place for pupils with SEND. Any redeployments of staff should not be made at the expense of supporting pupils with SEND (old guidance document).</p>
<b>Other Support</b>	<p>Parent and parish volunteers are welcome to support in school if they have received their vaccinations. SLT will place these helpers where needed in school and also to reduce the risk of spread of COVID 19.</p>	
<b>Recruitment</b>	<p>Recruitment will continue as normal. However, school need to be creative if there are issues preventing face to face recruitment.</p> <p>Advice will be sought from HR given changing circumstances.</p>	
<b>Area of Risk</b>	<b>Measures to Implement</b>	<b>DFE Guidance</b>
<b>Visiting specialists, Sports course, supply teachers + temporary staff</b>	<p><b>SEN, visiting specialists and additional support</b></p> <ul style="list-style-type: none"> <li>• SEN children should still receive additional support if it is available.</li> <li>• Specialist SEN teachers and advisory staff can come into school, but any meetings must take place in an open and ventilated area, with social distancing observed, particularly as the child's 1-to-1 support may also be present.</li> </ul> <p><b>Sports' coaches, PPA cover and peripatetic teachers</b></p> <ul style="list-style-type: none"> <li>• Non-teaching staff working for 2 or more schools can still do so as a Local risk assessment should have been undertaken and staff excluded if in direct contact with a symptomatic case according to the national guidance.</li> <li>• We will continue to use external coaches, clubs and organisations for curricular and extra-curricular activities.</li> </ul>	<p>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists for pupils with SEND should provide interventions as usual.</p> <p>Staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. They should try and keep their distance as much as they can, ideally 2 metre other adults. This is not likely to be possible with younger children, but staff can still work across groups, if that is needed to enable a full educational offer.</p> <p style="text-align: right;">Use of PE</p> <p>coaches/specialist teachers – schools may allow mixing into wider groups for specialist teaching. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.</p>

	<ul style="list-style-type: none"> <li>• PE coaches will continue to work across classes covering PPA (Refer to PPA plan).</li> <li>• TA staff will move between classes and work with targeted groups of children (therefore we can identify who has come into contact with who if necessary).</li> <li>• Volunteers can move between groups of children but there will be a TT of where adult support is provided and to whom.</li> <li>• HT will lead collective worship and assemblies to R/KS1 and KS2 initially before moving to whole school assemblies.</li> <li>• R/KS1 and KS2 staff will lead KS assemblies every Wednesday.</li> <li>• All external staff will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.</li> </ul> <p><b>Supply teachers and other temporary staff</b></p> <p>Schools can continue to engage supply teachers and other supply staff during this period as they are able to move between schools. This is essential as, when staff are ill, they must err on the side of caution and stay off work, resulting in the use of more supply staff.</p> <ul style="list-style-type: none"> <li>• Where possible, we will aim to minimise the numbers of temporary staff entering the school premises, aiming to use longer assignments with supply teachers through negotiation with supply agencies.</li> <li>•</li> </ul>	<p>Where support staff capacity is available, schools may consider using this to support catch-up provision or targeted interventions. Teaching assistants may also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified teacher. Headteachers should be satisfied that the person has the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role or responsibility with the member of staff. This includes ensuring that safe ratios are met, and/or specific training undertaken, for any interventions or care for pupils with complex needs where specific training or specific ratios are required.</p> <p>Schools should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should.</p> <p>Above is the DFE guidance from March 2021. There has been no guidance from the DFE regarding visitors in schools.</p>
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Area of Risk	Measures to Implement	DFE Guidance
<b>Deployment of ITT trainees and school engagement</b>	<p>Trainees can continue to go into their host school or college on placement.</p> <p>Trainees who go to their placement should be offered coronavirus (COVID-19) testing in the same way other school staff are.</p> <p>They are expected to follow all control measures put in place by host schools.</p>	
<b>Performance management and appraisal</b>	<ul style="list-style-type: none"> <li>• The school will continue to follow the schoolteachers' pay and conditions document. All pay progression for teachers will be linked to performance management.</li> </ul> <p>Performance management/appraisal arrangements can be adapted to take account of the current circumstances, particularly where these have had an impact on the ability of the teacher to meet fully their objectives.</p>	Teachers must not be penalised during the appraisal process or any subsequent pay progression decisions because of the decision to restrict pupil attendance at schools.
<b>Delivering remote education safely</b>	School staff are aware of the need to keep child safe online.	For schools delivering their remote education through live and recorded lessons, the following support is available through third-party resources:

	<p>As part of safeguard training the staff have all had a copy of the statutory guidance for keeping children safe in education, which provides the information on what teachers need to do to protect children online. The guidance includes a collection of resources which includes support for:</p> <ul style="list-style-type: none"> <li>• safe remote education</li> <li>• virtual lessons</li> <li>• live streaming</li> <li>• information to share with parents and carers to support them in keeping their children safe online.</li> </ul> <p>Staff have received robust training on Google Classroom which included safety measures when teaching and learning online.</p>	<ul style="list-style-type: none"> <li>• information portals to help schools, parents and staff deliver safe remote education: <ul style="list-style-type: none"> <li>- Safe Remote Learning knowledge base by SGWfL</li> <li>- Safeguarding during remote learning and lockdowns by LGfL</li> </ul> </li> <li>• live remote lessons – SGWfL article answering questions asked of the Professional Online Safety Helpline addressing key concerns from teachers</li> </ul>
Area of Risk	Measures to Implement	DFE Guidance
<b>Remote Education</b>	<ul style="list-style-type: none"> <li>• Any remote education provided should be equivalent in length to the core teaching pupils would receive in school, + include recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently. As a minimum you should provide: <ul style="list-style-type: none"> <li>- Key Stage 1: 3 hours a day on average across the cohort,</li> <li>- Key Stage 2: 4 hours a day</li> </ul> </li> <li>• When developing these contingency plans, we aimed to: <ul style="list-style-type: none"> <li>- Use a curriculum plan that allows access to high-quality online/offline resources, linked to school's expectations.</li> <li>- Select online tools that will be consistently used across the school, allowing interaction, assessment + feedback.</li> <li>- Provide printed resources for families without online access.</li> <li>- Think about how to support children with SEN/younger children who are unable to access remote education.</li> </ul> </li> <li>• The school's remote education will be provided through 'Google Classroom' and will: <ul style="list-style-type: none"> <li>- Provide children with meaningful work each day in several subjects.</li> <li>- Live lessons where teachers will teach lessons through Google Meet.</li> <li>- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally.</li> <li>- Provide frequent, clear explanations – through high quality resources and/or teacher videos.</li> <li>- Enable staff to judge how well children are progressing – setting a clear explanation on how regularly teachers are checking work.</li> <li>- have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern.</li> <li>- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments.</li> <li>- using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge.</li> </ul> </li> </ul>	<p>Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. 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>Not all people with COVID-19 have symptoms. Where appropriate, you should support those who need to self-isolate because they have tested positive to work or learn from home if they are well enough to do so. Schools subject to the <a href="#">remote education temporary continuity direction</a> are required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around COVID-19.</p> <p><b>You should maintain your capacity to deliver high-quality remote education for the</b></p>

	<p>- avoid an over-reliance on long-term projects or internet research activities and builds in weekly 'device- free' activities.</p> <ul style="list-style-type: none"> <li>• The school distributed school-owned devices accompanied by a user agreement or contract and staff are on hand in school to support parents with technical problems.</li> <li>• Activities for children with SEN are provided by class teacher and also parents are signposted to school website where there are a variety of activities for children with SEN.</li> <li>• Where single child in a class is isolating, teachers are in contact with parents to provide work.</li> <li>• Mrs Davies is the Remote Learning Coordinator.</li> <li>• In the event of a whole class isolation, a daily time-table will be provided for the children and parents.</li> </ul>	<p><b>next academic year, including for pupils who are abroad, and facing challenges to return due to COVID-19 travel restrictions, for the period they are abroad.</b></p> <p><b>The remote education provided should be equivalent in length to the core teaching pupils would receive in school.</b></p> <p>You should work collaboratively with families and put in place reasonable adjustments so that pupils with special educational needs and disabilities (SEND) can successfully access remote education.</p> <p>Full expectations for remote education, support and resources can be found on the <a href="#">get help with remote education service</a>. Safeguarding and remote education during coronavirus (COVID-19) provides guidance to help schools and teachers support pupils' remote education during coronavirus (COVID-19).</p>
<p><b>Special educational needs</b></p>	<p>The requirement for schools within the 2014 Children and Families Act to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.</p> <p>You should work collaboratively with families and put in place reasonable adjustments so that pupils with SEND can successfully access remote education. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including the types of services that the pupil can access remotely.</p> <p>You can access further information on supporting pupils and students with SEND to access remote education.</p>	

Area of Risk	Measures to Implement	DFE Guidance
<p><b>Estates</b></p>	<p><b><u>Ventilation</u></b></p> <ul style="list-style-type: none"> <li>• All windows and doors are to propped open for ventilation.</li> <li>• In cold or wet weather, doors should still be opened for 10/15 mins in every hour.</li> <li>• When children are out of room (for breaks) all doors and windows should be open to ensure better ventilation.</li> <li>• Due to size and lack of adequate ventilation, the Prayer Room will not be used for full class or group Collective Worship for the foreseeable future. The room may be used for 1-to-1 work, with the door propped open for ventilation.</li> </ul>	<p>Where mechanical ventilation systems exist, you should ensure they are maintained in accordance with the manufacturers recommendations. Good ventilation with fresh air is essential at all times in classrooms and particularly during this period.</p>

	<p><b><u>Fire Safety</u></b></p> <p>All fire safety management plans should be reviewed and checked in line with operational changes. You should check:</p> <ul style="list-style-type: none"> <li>• all fire doors are always operational – but will may be propped open to increase ventilation.</li> <li>• all the fire alarm system and emergency lights have been tested and are fully operational.</li> <li>• emergency drills will be carried out as normal (following social distancing as appropriate). Adjustments have been made to allow for social distancing.</li> </ul> <p><b><u>Educational Visits from 12<sup>th</sup> April 2021 this will need updating when info comes through from LA</u></b></p> <ul style="list-style-type: none"> <li>• Educational day visits can take place but must be conducted in line with relevant coronavirus (COVID-19) secure guidelines and regulations in place at that time, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination.</li> <li>• No domestic residential educational visits will take place before 17 May.</li> <li>• Educational visits will be conducted in line with the government’s <a href="#">roadmap</a>. This includes system of controls and the COVID-19 secure measures in place at the destination.</li> <li>• A thorough risk benefit assessment is made via Evolve for all educational visits to ensure they can be undertaken safely including adventurous activities, local visits, day trips &amp; sports fixtures.</li> <li>• School will ensure it is prepared to carry out domestic day trips and residential trips.</li> </ul> <p><b><u>School Uniform</u></b></p> <ul style="list-style-type: none"> <li>• To reduce the amount of congestion in cloakroom plus the added issue of where older children get changed for PE and Games, children will be asked to come into school on their PE days in their kit (wearing navy tracksuit bottoms and tops on colder days). This will also enable uniform to be cleaned more regularly and avoid children being grouped together in smaller/ confined spaces.</li> </ul>	<p>Refer to the system of controls for guidance on keeping occupied spaces well ventilated.</p> <p>Schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely. As part of this risk assessment, schools will need to consider what control measures need to be used and follow wider advice on visiting indoor and outdoor venues. Schools should consult the <a href="#">health and safety guidance on educational visits</a> when considering visits.</p>
<p><b>Extra-Curricular Activities and Wraparound Provision</b></p>	<ul style="list-style-type: none"> <li>• From 12 April all parents may access wraparound provision, without any restrictions on the reasons for which they may attend. School will work closely with providers to minimise mixing of bubbles. Where possible, after-school club will be encouraged to use outside area. In school, providers should try to keep them in consistent groups of no more than 15 children and at least one staff member.</li> </ul>	<p>We are no longer recommending that it is necessary to keep children in consistent groups ('bubbles'). This means that bubbles will not need to be used for any summer provision or from the autumn term.</p> <p>You should make sure your contingency plans (outbreak management plans) cover the possibility that in some local areas it may become necessary to reintroduce 'bubbles' for a temporary period, to reduce mixing between groups.</p>

		Any decision to recommend the reintroduction of 'bubbles' should not be taken lightly and would need to take account of the detrimental impact they can have on the delivery of education.
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### Curriculum, behaviour and pastoral support

Area of Risk	Measures to Implement	DfE Guidance
<b>Curriculum expectations</b>	<ul style="list-style-type: none"> <li>• The school aims to ensure that curriculum remains broad, balanced and ambitious with all pupils continuing to be taught a wide range of subjects.</li> <li>• The school has developed a system of remote education so that it is integrated into school curriculum planning, where needed, and that this is of high quality, aligning 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.</li> <li>• To plan and implement Relationships and Sex Education (RSE) ready for implementation at the start of September 2021 (staff meetings have been held).</li> <li>• Ensure full coverage of the curriculum with staff being creative and flexible through Art week etc.</li> </ul>	<p>You should ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the support needed to make good progress. The key principles that underpin our advice on curriculum planning are as follows:</p> <ul style="list-style-type: none"> <li>• <b>Education is not optional.</b> All pupils receive a high-quality education that promotes their development and equips them with the knowledge and cultural capital they need to succeed in life.</li> <li>• <b>The curriculum remains broad and ambitious.</b> All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.</li> </ul>
<b>Specific points for early years foundation stage (EYFS)</b>	<ul style="list-style-type: none"> <li>• EYFS – focus upon prime areas of learning, including communication and language, personal, social and emotional development (PSED) and physical development</li> <li>• EYFS – assess and address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary.</li> <li>• Teachers will consider how all groups of children can be given equal opportunities for outdoor learning.</li> </ul>	<p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/actions-for-early-years-and-childcare-providers-during-the-covid-19-pandemic">https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/actions-for-early-years-and-childcare-providers-during-the-covid-19-pandemic</a></p> <p>On 17 August 2021, we updated the guidance as follows:</p> <ul style="list-style-type: none"> <li>• local outbreaks <ul style="list-style-type: none"> <li>• updated information on contingency planning, with hyperlink to updated ‘contingency framework’</li> </ul> </li> <li>• tracing close contacts and self-isolation <ul style="list-style-type: none"> <li>• update to make clear that unvaccinated young people up to the age of 18 years and 6 months do not</li> </ul> </li> </ul>

		<p>need to self-isolate when identified as a close contact</p> <ul style="list-style-type: none"> <li>• additional detail on what close contacts should do whilst awaiting their PCR test results</li> </ul> <p>We removed:</p> <ul style="list-style-type: none"> <li>• references to 16 August and end of the summer term because the changes are now current</li> <li>• the guidance on routine vaccines and teething</li> </ul>
<b>Key Stage 1 and 2</b>	<ul style="list-style-type: none"> <li>• Prioritise the identification of 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.</li> <li>• The majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts including Music, RE and RSE.</li> </ul>	
<b>Relationships, Sex and Health Education</b>	<ul style="list-style-type: none"> <li>• School will be sharing further information and guidance around its Relationship and Sex Education (RSE) Policy with parents during September 2021.</li> <li>• School will introduce a more comprehensive RSE programme in Sept 2021.</li> </ul>	
<b>Area of Risk</b>	<b>• Measures to Implement</b>	<b>DfE Guidance</b>
<b>Music, Dance + Drama</b>	<p>Some activities can increase the risk of catching or passing on COVID-19. This happen where people are doing activities which generate more droplets as they breathe heavily, such as singing, dancing, exercising, or raising their voices. The risk is greatest where these factors overlap, for example in crowded indoor spaces where people are raising their voices. In situations where there is a higher risk of catching or passing on COVID-19, schools should be particularly careful to follow the general guidance on keeping safe.</p> <p><u>Music</u></p>	<p>You should continue teaching music, dance and drama as part of your school curriculum, especially as this builds pupils' confidence and supports their wellbeing. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance or drama takes place.</p> <p>Singing can be undertaken in line with this and other guidance, including guidance provided by the DCMS, available at working safely during coronavirus (COVID-19): performing arts.</p>



	<ul style="list-style-type: none"> <li>School &amp; staff are aware that there is evidence to suggest that singing and playing wind and brass instruments increases the risk of coronavirus transmission due to the cumulative aerosol transmission.</li> </ul>	<p>There is some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place. Measures to take follow in the next sections. Government has published advice on safer singing.</p>
Area of Risk	Measures to Implement	DfE Guidance
<b>Physical activity in schools</b>	<p><b>PE and Games</b></p> <ul style="list-style-type: none"> <li>All PE/Games will be delivered to classes during curriculum time as usual.</li> <li>Classes will be able to mix for sporting activities at playtime and lunchtime, but this will be managed by sport coaches.</li> <li>All equipment should be thoroughly cleaned between each use by different classes – frequently touched equipment.</li> <li>Team sports – only play 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.</li> <li>If school hall may be used, maximising distancing between pupils and paying scrupulous attention to cleaning after use; any mats that have been used need to be cleaned using sanitiser spray.</li> <li>External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</li> <li>Use of external sports coaches (refer to Supply teachers and other temporary or peripatetic teachers – above.)</li> <li>Teachers should encourage children to take part in activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.</li> <li>School can use external coaches and organisations for curricular and extra-curricular activities.</li> <li>Staff can run sporting extracurricular activities. This will be planned for Key Stages.</li> <li>Activities such as active miles, making break times and lessons active and encouraging active travel can help pupils to be physically active while encouraging physical distancing.</li> </ul>	<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 such as sports on the list available at grassroots sports <a href="#">guidance for safe provision including team sport, contact combat sport and organised sport events</a>.</p> <p>Schools should continue to refer to following advice:</p> <ul style="list-style-type: none"> <li>guidance on grassroots sports for public and sport providers, safe provision and facilities, and guidance from Sport England.</li> <li>advice from organisations such as the Association for Physical Education and the Youth Sport Trust.</li> <li>guidance from Swim England on school swimming and water safety lessons available at returning to pools guidance documents.</li> </ul>

	<ul style="list-style-type: none"> <li>• School will resume with Cluster school in participating in competitive sport under Government Guidance and guidance issued for specific sports.</li> </ul>	
<b>Education, Health and Care Plans (EHCP)</b>	<ul style="list-style-type: none"> <li>• Children with EHCP will continue to receive 1-to-1 support – this support could be within class or with children from other classes. A register will be kept of children working in groups with adult support. CT will be aware who they have worked with and who TA has provided support to throughout the school day.</li> <li>• All therapies and external support provided for children with EHC plans will continue, where possible. Visitors will follow the measure put in place by the school.</li> <li>• Annual reviews and assessments will continue to take place. Meeting will continue to be held virtually until advised otherwise.</li> </ul>	The statutory duties and timescales remain in place for EHC needs assessments and reviews. At all times it is important that these continue to ensure that the child or young person, and their parent and carer, is at the centre of the process and can engage with the process in a meaningful way.
<b>Catch-up support</b>	Please refer to Report on Catch-Up Funding 2020-21 on school website	Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published <a href="#">guidance on effective interventions to support schools</a> .
<b>Area of Risk</b>	<b>Measures to Implement</b>	<b>DfE Guidance</b>
<b>Behaviour expectations, Discipline and Wellbeing</b>	<p><b><u>Behaviour</u></b></p> <ul style="list-style-type: none"> <li>• All staff will remind children of the high expectations for behaviour in our school.</li> <li>• Children are not allowed to linger on the school premises before or after school.</li> <li>• All children must follow school instructions on hygiene, such as handwashing and sanitising.</li> <li>▪ Class dojo will be used to communicate pupil behaviour to parents through points system.</li> </ul> <p><b><u>Re-Engagement</u></b></p> <ul style="list-style-type: none"> <li>▪ The Learning Mentor will support staff to work with children who may struggle to re-engage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.</li> <li>▪ Children who are suffering from anxiety and/or bereavement will receive support from the school ELSA who may, if required, refer to outside agencies.</li> <li>▪ The school attendance officer will work with families and the LA to ensure that children who have the potential to become persistent absent, attend school.</li> </ul> <p><b><u>Sanctions</u></b></p> <ul style="list-style-type: none"> <li>▪ If certain children persistently refuse to adhere to the new rules, putting other children and staff in danger of infection, the school will exercise its right to exclude children. Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation. Ofsted will continue to consider exclusions, including the rates, patterns and reasons for exclusion. This will be only used as a last resort.</li> </ul>	<p>Schools will need to work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and should also consider how to build new expectations into their rewards system.</p> <p>Schools should work with pupils who struggle to reengage in school and are at risk of being persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.</p> <p>Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation.</p> <p>The disciplinary powers that you normally have, including suspension and expulsion, remain in place. Expulsion should only be used as a last resort and must be lawful, reasonable, and fair. Where a pupil with a social worker is at risk of suspension or expulsion, inform their social worker and involve them in relevant conversations.</p> <p>Where a previously looked-after child or child with EHCP is at risk of expulsion, the designated teacher should speak with the child’s parent and seek advice from their virtual school head.</p>

		<p>You should already have arrangements in place to support attendance and engagement. Consider what additional support pupils may need to make a successful return to full-time attendance.</p> <p>Any disciplinary suspension or expulsion of a pupil from a school, even for short periods of time, must follow the statutory procedure. 'Informal' or 'unofficial' suspensions, such as sending pupils home 'to cool off' for part of the day are unlawful, regardless of whether they occur with the agreement of parents or carers.</p>
Area of Risk	Measures to Implement	DfE Guidance
<p><b>Pupil wellbeing and support</b></p>	<ul style="list-style-type: none"> <li>• All staff to use advice and ideas provided by the New Way of Working team 'My Happy Mind' regularly throughout the week to help children who have experienced trauma because of the pandemic and not attending school.</li> <li>• Staff will hold regular circle times to address issues such as: <ul style="list-style-type: none"> <li>- Supporting the rebuilding of friendships/relationships.</li> <li>- Address + equip children to respond to issues linked to the pandemic.</li> <li>- Support children with approaches to improving their physical + mental wellbeing.</li> </ul> </li> <li>• Learning Mentor will support certain children, in particular those who have had intervention from Social Care or SEN related. She will help advise Tas, if the need arises.</li> <li>• Staff will use resources provided by DfE – relationship, sex and health education training modules for teachers to support them in preparation to deliver content on mental health and wellbeing. (As a faith school, we will also follow Diocesan advice.)</li> <li>• If necessary, school will use external agencies such as school nursing, Hospice of the Good Shepherd, etc. to offer any support for children whose needs are more complex.</li> </ul>	<p>Pupils may be experiencing a variety of emotions in response to the coronavirus 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.</p> <p>Teachers may wish to access the free <a href="#">MindEd learning platform for professionals</a>, which contains materials on peer support, stress, fear and trauma, and bereavement. MindEd have also developed a <a href="#">coronavirus (COVID-19) staff resilience hub</a> with advice and tips for frontline staff.</p> <p><b>Wellbeing for Education Return Programme</b></p> <p>The Wellbeing for Education Return programme, provides training and resources to help school staff respond to the wellbeing and mental health needs of pupils. The training provides practical examples to support staff and pupils within a school.</p> <p>Local authorities have received funding to employ skilled staff to:</p> <ul style="list-style-type: none"> <li>• deliver the training to schools</li> <li>• provide advice and support until March 2021.</li> </ul> <p><b>Support and resources</b></p> <p>Teachers can access the free MindEd learning platform for professionals, which contains materials on peer support, stress, fear and trauma, and bereavement. MindEd have also developed a coronavirus (COVID-19) staff resilience hub with advice and tips for frontline staff.</p> <p>The training module on teaching about mental wellbeing will help improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom.</p> <p>A recording of the free webinar for school staff DfE, PHE and NHS England hosted to set out how to support returning pupils is available.</p>

Area of Risk	• Measures to Implement	DfE Guidance
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• Safeguarding Children policy will be amended to reflect return of all pupils to school.</li> <li>• If required, DSL and learning mentor 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.</li> <li>• School needs to maintain communication with school nurses (Starting Well) as it is important for safeguarding and for supporting wellbeing, as they have continued virtual support to pupils who have not been in school.</li> <li>• Where possible, TAF and other child protection meetings should continue remotely. However, some of the school’s more vulnerable families feel more comfortable attending meetings on school premises, in school hall, socially distanced with all attendees wearing masks/visors.</li> </ul>	<p>Schools must continue to have regard to the statutory safeguarding guidance, <a href="#">keeping children safe in education</a></p>