

| Theme/key actions/measures | Action/mitigations | Risk measure (low, medium high) | By when/whom |
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Lainesmead
Primary School and Nursery

Risk Assessment for full opening- maintained schools

LAINESMEAD PRIMARY SCHOOL AND NURSERY

Government guidance states that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term 2020. Schools should **not** put in place a rota

This risk assessment is to be used by both mainstream and alternative provision.

In addition to this schools are expected to also plan for the possibility of a local lockdown and how to ensure continuity of education.

The way the guidance will be implemented will be for schools to decide based on the school's individual circumstances. There are some essential public health requirements, these will be indicated by '**MUST**' do.

There is an expectation that schools work closely with parents, staff and unions when agreeing the best approaches for their circumstances.

Schools **must** comply with health and safety law, which requires them to assess risks and put in place proportionate control measures.

Schools should thoroughly review existing health and safety risk assessments.

<https://www.hse.gov.uk/coronavirus/working-safely/index.htm>



Lainesmead
Primary School and Nursery

| Risk Assessments and Plans | | | | |
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| Theme/key actions/measures/mitigations | | Action | Risk measure (low, medium high) | By whom/ when |
| Schools must Review and update existing risk assessments to consider additional risks and control measures | | <ul style="list-style-type: none"> - All necessary Risk Assessments Updated in line with the remainder of this guidance in this risk assessment - Further Risk assessments are being completed for the paid Breakfast and After School Club | MEDIUM | HT/SBM by 1/9/20 |

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| Schools have a legal obligation to protect their employees and others from harm and should continue to assess health and safety risk and consider how to meet equality duties in the usual way | Employers have a legal duty to consult their employees on health and safety in good time. It also makes good sense to involve pupils (where applicable) and parents in discussions around health and safety decisions to help them understand the reasons for the measures being put in place. | MEDIUM | SBM 8/7/20 |
| Action plan for an eventuality of a local lockdown, include how to ensure continuity of education | | MEDIUM | HT/DHT August/September 2020 |
| Schools should share the results of their risk assessment with their workforce | If possible, they should consider publishing it on their website to provide transparency of approach to parents, carers and pupils (HSE would expect all employers with over 50 staff to do so). | MEDIUM | HT – when final version is approved by LA and Governors |
| It is important that employers know how effective their risk controls are. | They should monitor and review the preventive and protective measures regularly, to ensure the measures are working, and taking action to address any shortfalls. | MEDIUM | HT/DHT/SBM 2/9/20 4/9/20 11/9/20 Ongoing |

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| <p>Minimise contact with individuals who are unwell particularly those that are displaying symptoms of COVID -19 or who has someone in their household who does, by ensuring these people do not attend school This must be in place all of the time</p> | <p>-</p> | <p>MEDIUM</p> | <p>HT Office staff Site manager All adults in school Ongoing</p> |
| <p>Minimise COVID-19 risks</p> | | | |
| Theme/key actions/measures | Action/mitigations | Risk measure (low, medium high) | By when/whom |
| <p>Minimise contact between individuals and maintain social distancing where possible</p> | <p>Avoid contact between groups</p> | <p>MEDIUM</p> | <p>DHT 8/7/20 CLASS TEACHERS TO FINALISE TIMETABLE</p> |
| | <p>Avoid large groups, for example assemblies</p> | <p>LOW</p> | <p>1/9/20</p> |

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| <p>For younger children the emphasis will be on separating groups and older children it will be on distancing. For children old enough they should also be supported to maintain distance and not touch staff where possible.</p> <p>It is recognised that younger children will not be able to maintain social distancing and it is acceptable for them not to distance within their group</p> | | <ul style="list-style-type: none"> - Assemblies will be held via TEAMS and shown on class IWB | | HT/DHT/AHT |
| | <p>When timetabling groups should be kept apart, movement around the school site should be kept to a minimum, avoid creating busy corridors and exits</p> | <ul style="list-style-type: none"> - Timetables drawn up for each year group with staggered start, breaks, lunch and end of the day. PE lessons have also been staggered to ensure minimum cross over - Teachers will walk their whole class to break and lunch to ensure minimum cross over - Alternative doors (fire exits) used for entry and exit for each year group to minimise number of children in the corridors | MEDIUM | <p>Teachers</p> <p>TA to be responsible for opening doors</p> |
| | <p>Staggered starts and finish times – without reducing the amount of overall teaching time. In addition drop off and collection by parents (consider impact on transport)</p> | <ul style="list-style-type: none"> - All year groups being provided with specific start and end times to the day - Communication with parents, via letter, will state the importance of only entering the school site at the exact time. Furthermore, social distancing will be reinforced through signs on the fencing around school and parents will be told not to wait at school gates for other parents | MEDIUM | <p>HT/DHT/AHT Communicated to parents on 16/7/20</p> |
| | <p>Staggered break and lunch times if appropriate</p> | <ul style="list-style-type: none"> - Timetables altered for each year group so that there are 3 different break times: 10 – 10:15, 10:15 – 10:30, 10:30-10:45. Two year groups will be placed on the KS2 playground at the same time but there will be a gap between the 2 year groups and adults will be placed at this perimeter. - Lunchtimes also staggered. - EYFS2 and Y1 will take lunch at the same time but can be distanced in the hall (11:30 – 11:50) | MEDIUM | <p>HT/DHT/AHT 6/7/20</p> <p>Communicated to staff before 1/9/20</p> <p>Discussed by HT with all staff on 1/9/20</p> |

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| It will not be possible when working with many pupils who have complex needs or who need close contact, these pupils educational and care support should be provided as normal. | <ul style="list-style-type: none"> - Y2 and Y3 will take lunch at the same time but will be distance from each other in the hall (12:00-12:20) - Y4 and Y5 will take lunch at the same time but will be distance from each other in the hall (12:25-12:45) - Y6 will eat lunch in their classrooms (12:25-12:45) | | SBM to meet with all MDSAs to discuss the RA and new duties/timings |
| | Additional time allowed to thoroughly clean in between lunch sittings | MEDIUM | Site Manager |
| <p>Staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable</p> <p>Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual</p> | <p>Staff rooms – set up and use to help staff distance from each other. Use of staff rooms should be minimised</p> <ul style="list-style-type: none"> - Main staffroom will be used by different bubbles but cleaned between these by the Site manager or the TAs allocated to each year group. - Staff are only allowed in from the same bubble and no more than 4 at a time - Further staffrooms created over the summer in intervention areas to keep staff apart - One staffroom for use by those who are the ‘super mixers’ – HLTAS who provide PPA cover, members of the SLT, PSA and Nurture HLTA - Further staff room developed for Nursery use (HB’s room) - Office staff to use reception area for their breaks | MEDIUM | <p>All staff responsible</p> <p>By 1/9/20</p> <p>HT 16/7/20 And end of August</p> |

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| | Update communication to staff, pupils, parents and visitors | <ul style="list-style-type: none"> - Letter to parents on 16/7/20 communicates all expectations. This will be shared with staff first - Parents will be asked to share contents of the letter, at an age appropriate level, with children. A child friendly poster of changes will also be sent - Further communication to be sent out before term starts to provide any updates | MEDIUM | EYFS Teaching Staff From 2/9/20 |
| | Visitors to sites, including parents with appointment only | <ul style="list-style-type: none"> - Appointments made with Nursery and Reception parents (in place of home visits) which will be conducted in a socially distanced way with staff maintaining 2m from parents - Parent consultations for the Autumn Term will be via a scheduled phone call | MEDIUM | All staff Ongoing |
| | Group children together in separate 'bubbles' and maintain distance between individuals, | <ul style="list-style-type: none"> - Year group bubbles with the same adults teaching within the class with 1 TA in most year groups. TAs and Teachers within the year group bubble are allowed to mix but won't mix across any other year group | MEDIUM | |
| | Maintain consistent groups | <ul style="list-style-type: none"> - HLTAs who cover PPA will mix between each year group. However, they will be directed to maintain 2m social distance | | |
| | Groups are kept apart from each other | <ul style="list-style-type: none"> - Groups will not mix with other groups - Movement around school will be minimised to ensure groups are kept apart and teachers will move with classes at all times to assess whether other groups are present | | All staff Ongoing |
| | Older children are encouraged to keep their distance within groups | <ul style="list-style-type: none"> - Limit movement around class - Children sit in allocated place and no other | MEDIUM | All staff |

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| | <ul style="list-style-type: none"> - Children sit forward facing - Staff in Upper Key Stage 2 to make it clear to children the limitations of what they are and are not allowed to do and when social distancing must be maintained | | <p>Ongoing</p> <p>HT 16/7/20 End of August</p> |
| | Where possible: limit interaction, sharing of rooms and social spaces | <ul style="list-style-type: none"> - As children will use either their own classroom or outside space, rooms will not be shared | MEDIUM |
| | It is recommended that pupils limit the amount of equipment they bring into school each day to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed | <ul style="list-style-type: none"> - Letter to parents on 16/7/20 communicates all expectations regarding what children can and cannot bring into school: Book bag or small back pack Water bottle Lunch box Coat No pencil cases allowed - All items must be named - Further communication to be sent out before term starts to provide any updates | MEDIUM Teaching Staff Communicated on 14/7/20 |
| | Arrange classrooms with forward facing desks | <ul style="list-style-type: none"> - This will be the case for Y2-Y6. - In EYFS1, EYFS2 and Y1, where continuous provision is used, this is not possible. Tables are circular (don't have rectangular tables in all classrooms) and tables regularly cleaned by the TAs. Children will be encouraged to work in smaller groups, including in the carpet area - In EYFS1 and EYFS2, children are transitioning into school in smaller, consistent groups initially, so the lack of forward facing tables will not be | MEDIUM Teaching Staff Communicated on 14/7/20 HT |

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| | Seat children side by side facing forwards Move unnecessary furniture to make space if needed Clean classrooms between use if used by different groups | <ul style="list-style-type: none"> - Furniture arranged in classes so that tables can be forward facing except for a target table with mostly forward facing and 2 side facing | MEDIUM | 16/7/20 Staff 1/9/20 |
| | Staff will ideally keep their distance from pupils and staff as much as they can, ideally 2 metres from other adults and children. Staff will avoid close face to face contact and minimise time spent within 1 metre of anyone | <ul style="list-style-type: none"> - Communicated on INSET Day 1/9/20 as this Risk Assessment and procedures will be discussed in detail. This will include discussion on limiting time spent within 1m of anyone - Visitors will be offered to staff who have been in the extremely vulnerable/clinically vulnerable group | MEDIUM | HT 16/7/20 Staff 1/9/20 HT/SLT/DDSL/ Agencies From 1/9/20 |
| | Contact should be minimised as much as possible | <ul style="list-style-type: none"> - INSET 1/9/20 – social distancing rules will be reinforced with all staff, especially between bubbles - Letter to parents 16/7/20 details that they must not come within 2m of staff | | |
| | Visits will be arranged outside of schools hours where appropriate | <ul style="list-style-type: none"> - Meetings, such as EHCP or Safeguarding will be held virtually if possible - If needed, a room will be allocated to a professional where they are socially distanced from others. The room will be kept well ventilated and thoroughly cleaned upon completion of the meeting - Any external visitors for school improvement will not be allowed to enter every class as this will cause too much contact | MEDIUM | |
| | Guidance on physical distancing and hygiene is explained to visitors on or before arrival | <ul style="list-style-type: none"> - Signs present in the office reception area | MEDIUM | SBM/Office Staff From 1/9/20 |

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| | <ul style="list-style-type: none"> - Upon signing in, visitors must read and comply with the hygiene measures put into place or entry will be refused - Visitors, if linked to school improvement, will be told that only a year group can be visited at any one time and that a future visit, with a gap of at least 72 hours would have to be made in order to visit a different year group | | |
| | <p>A record of all visitors is kept</p> <ul style="list-style-type: none"> - Electronic register system already available in school which records all visitors - Visitors to use hand sanitiser prior to and after touching the electronic system | MEDIUM | Visitors Office Staff Ongoing |

Cleanliness/handwashing/cleaning

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| <p>Clean hands thoroughly more often than usual - children</p> | <p>Process, availability of hygiene stations, resources including skin friendly wipes, supervision for younger children in regard to ingestion and assistance, built into behaviour standards, routines and assisting those children with complex needs understand the need to follow handwashing instructions etc.</p> <p>On arrival: (safe removal, storage and disposal of face coverings if used and cleaning of hands, pupils must be instructed not to touch the front of</p> | MEDIUM | <p>All</p> <p>Ongoing</p> |

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| | <p>their face covering during use of wen removing them. They must wash their hands immediately on arrival, dispose of temporary face coverings in a covered bin or place reusable face coverings n a plastic bag they can take home with them, and then wash their hands again before heading to the classroom)</p> <p>On return from breaks:</p> <p>On a change of room:</p> <p>Before and after eating:</p> <p>Other:</p> | <p>sanitiser will be used every time they leave or enter the classroom</p> <ul style="list-style-type: none"> - Children to wash hands with soap with soap and water for 20 seconds and dry thoroughly. - Hand sanitiser gel will be used where hand washing is not available or impracticable. - Children will be encouraged not to touch their mouth, eyes and nose. - Help will be provided for all children who have trouble cleaning their hands independently. - Young children will be encouraged to learn and practise these habits through games, songs and repetition. | |
| Clean hands thoroughly more often than usual –staff and visitors | <p>Process, availability of hygiene stations, resources, built into behaviour standards and communication etc.</p> <p>On arrival:</p> <p>On return from breaks:</p> <p>On a change of room:</p> <p>Before and after eating:</p> <p>Other:</p> | <ul style="list-style-type: none"> - Handwashing facilities provided for staff in each toilet. Furthermore, each staffroom area to have hand sanitising products available. All adults who are class based will also have access to the handwashing facilities used by the children, in addition to those for adults - Office based staff have a sink available with cleaning products and hand sanitiser - SLT who are non-class based have been allocated to one of the staffrooms - Staff must wash wands upon arrival | <p>MEDIUM</p> <p>All staff</p> <p>Ongoing</p> |

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| Ensure good respiratory hygiene by promoting 'catch it, bin it, kill it' | Description, resources, etc. | <ul style="list-style-type: none"> - PowerPoint made which includes rules and "catch it, bin it, kill it" (updated by AHT) - Classrooms have lidded bins and these will be emptied throughout the day - Pupils to be briefed at the beginning of term and then on a daily/weekly basis, as needed, to follow | <p>MEDIUM</p> <p>AHT All staff</p> <p>On going</p> |
| Some children with complex needs will struggle to maintain good respiratory hygiene, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them, and is not a reason to deny these pupils a face to face education | Individual risk assessments and support plans updated | <ul style="list-style-type: none"> - Inclusion leader to write individual risk assessments for identified children in Years 1 – 6 - In EYFS1 and EYFS2, as children return, teachers to identify children new to the school who may struggle. These teachers are to liaise with Inclusion Leader | <p>MEDIUM</p> <p>AHT By 2/9/20</p> <p>EYFS1/2 staff During Term 1</p> |
| <p>Where necessary wear appropriate PPE PPE is only needed in a small number of cases:</p> <p>Where an individual child or young person becomes ill with COVID-19 symptoms while in school and only then if a distance of 2 metres cannot be maintained</p> <p>Where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used</p> | | <ul style="list-style-type: none"> - Children who become ill or present symptoms will be sent to the snug (1:1 room) with a year group TA and then PPE to be used - Child's temperature will be assessed using a laser scanning thermometer - Include information on testing in communication to parents and hand out again if a child falls ill and they are collected - Circulate to all staff the Swindon COVID-19 testing info - In school, use the LA issued document "Checklist for COVID-19 Case and Outbreak management in Educational | <p>MEDIUM</p> <p>All staff</p> <p>On going</p> |

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| | <p><i>Settings</i>” to record and ensure all the correct steps are taken</p>  <p>COVID_schools_infection_control_chec</p> | | |
| <p>Enhanced cleaning arrangements (there is no need to allocate different groups their own toilet blocks, but more frequent cleaning will be necessary)</p> <p>COVID -19 :cleaning of non-health care settings guidance (will be revised by the end of the summer term)</p> <p>COVID-19: cleaning of non-healthcare settings guidance</p> | <p>Limit the number of children in the toilet at one time.</p> | <ul style="list-style-type: none"> - Pupils to be briefed at the beginning of term and then on a daily/weekly basis, as needed, to follow the rules for going to the toilet and why these are important - Children’s toilets: cubicle and sink to have class flag on so only children from that bubble use. Child’s name to be written on WB in class so that only 1 child leaves at any one time. Toilet/corridor monitored by the additional adult allocated to the bubble - Site Manager to clean toilets throughout the day focussing on frequently touched areas | <p>All staff</p> <p>Ongoing</p> <p>Site Manager</p> <p>Teaching staff</p> |
| | <p>Other combined use areas:</p> | <ul style="list-style-type: none"> - All staff toilets now have a vacant and engaged lock on the main door so that only one person enters at a time - Toilets will be cleaned throughout the day - Communal areas, such as the PPA room, which was used by all previously will now be limited in use, with teachers taking PPA in different areas across the school and only with their bubble. These areas will be cleaned after each use | <p>MEDIUM</p> <p>Cleaners</p> <p>Ongoing</p> |
| Response to any infection | | | |
| Theme/key actions/measures | Action/mitigations and Risk measure (low, medium high) | | By when/whom |

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| <p>Must actively engage with NHS test and trace and understand the process to contact the local Public Health England team</p> | <ul style="list-style-type: none"> - Letter to parents on 16/7/20 communicates all expectations regarding Test and Trace - A New Home School agreement for this period will be issued and must be signed by all parents, this will include engagement with the Test and Trace System - If a parent refuses to get their child or themselves tested, then the child must isolate for at least 10 days or until well after the 10 days and the remainder of the family will be asked to self-isolate for 14 days. - However, the child may not return if there is no adult to bring them to school. AHT to liaise with the school EWO regarding this. - Advice will be sought from PHE regarding this scenario | <p>MEDIUM</p> | <p>HT 16/7/20 And end of August Ongoing</p> <p>PHE/EWO</p> |
| <p>Must Manage confirmed cases of COVID-19 amongst the school community</p> | <ul style="list-style-type: none"> - Follow the LA's document: <i>"Checklist for COVID-19 Case and Outbreak management in Educational Settings"</i> - Posters displayed around the school with procedure for managing a suspected case <div style="text-align: center;">  <p>PHE SW Guidance for CHildcare and Ec</p> </div> | <p>MEDIUM</p> | <p>All staff</p> <p>Ongoing</p> |
| <p>Must Contain any outbreak by following local health protection team advice. Schools have the responsibility to report suspected /confirmed cases to the local HPT</p> | <p>School could place this information in prominent positions around the school to raise awareness to staff.</p> <ul style="list-style-type: none"> - Poster displayed in all classrooms which outlines the procedure for when a child displays symptoms - HT to report suspected/confirmed cases to the LA | <p>MEDIUM</p> | <p>All Staff</p> <p>Ongoing</p> |

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| |  Educational and Childcare Settings F  COVID_Educational _Settings_infection_ | <ul style="list-style-type: none"> - SBM to liaise with PHE | | |
| <p>School should communicate to staff, parents and carers that they need to understand and will need to be ready and willing to:</p> <p>Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of isolation</p> | <p>Book a test if they are displaying symptoms</p> | <ul style="list-style-type: none"> - Letter to parents on 16/7/20 communicates all expectations regarding testing and self-isolation for the child and any siblings (this letter was shared with staff prior to the letter being sent to parents) - Further letter on 2/9/20 with specific details on how to arrange a test | MEDIUM | <p>All Staff</p> <p>Ongoing</p> |
| | <p>Provide details of anyone they have been in close contact with if they were to test positive for COVID-19 or if asked by NHS Test and Trace</p> | <ul style="list-style-type: none"> - Letter to parents on 16/7/20 communicates all expectations (this letter was shared with staff prior to the letter being sent to parents) | MEDIUM | |
| | <p>Self-isolate if they have been in close contact with someone who develops COVID-19 symptoms or someone who tests positive for COVID-19</p> | <ul style="list-style-type: none"> - Letter to parents on 16/7/20 communicates all expectations (this letter was shared with staff prior to the letter being sent to parents) | MEDIUM | |
| | <p>Staff and parents should be asked to inform school immediately of the results of a tests: Actions if someone tests positive or negative</p> | <ul style="list-style-type: none"> - Letter to parents on 16/7/20 communicates all expectations (this letter was shared with staff prior to the letter being sent to parents) | MEDIUM | <p>HT 16/7/20 And again before the start of term</p> |
| <p>Ensure that pupils, staff and other adults do not come into the school if they have COVID -19 symptoms or have tested positive in the last 7 days, and ensuring anyone developing symptoms during the day is sent home</p> | | <ul style="list-style-type: none"> - Letter to parents on 16/7/20 communicates all expectations (this letter was shared with staff prior to the letter being sent to parents) | MEDIUM | <p>HT 16/7/20 And again before the start of term</p> |

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| <p>Ensure first –Aid Practices meet with HSE COVID 19 guidance; https://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm</p> | | MEDIUM | SBM 15/7/20 |
| <p>If anyone in the school becomes unwell with COVID 19 symptoms they must be sent home and follow the current guidance relating to testing and isolation.</p> | <p>Children that are unwell should always be collected by a parent or carer or named adult.</p> | MEDIUM | HT 16/7/20 And again before the start of term |
| <p>If a child is awaiting collection they should be moved, where possible to a room where they can be isolated behind a closed door, depending on age and needs of the child, with appropriate adult supervision if required, Ideally a window should be opened. If not possible to isolate them, move to an area within is at least 2 metres away from other people. This room must be cleaned thoroughly after they have left to reduce onward transmission of the infection (members of staff who have helped someone with symptoms and any pupils who have been in close contact with them</p> | | MEDIUM | All staff Ongoing |

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| do not need to go home to self-isolate unless they develop symptoms themselves) | | | |
| PPE must be worn by staff caring for the child while they await collection if a distance of two metres cannot be maintained (members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves) | | <ul style="list-style-type: none"> - PPE available in the 1:1 room (Covid Room) - Adults informed on INSET Day 1/9/20 of procedures for putting on and taking off PPE – short film to be shown | <p>MEDIUM</p> <p>All Staff</p> <p>Ongoing</p> |
| If the child needs to use the bathroom while waiting to be collected a separate bathroom should be used if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else. | | <ul style="list-style-type: none"> - Child will be accompanied to the Disabled Toilet by the adult with PPE on - When child leaves toilet, adult places a DO NOT USE poster on the door and informs Site Manager of use <div style="text-align: center;">  DO NOT USE THIS TOILET.docx </div> <ul style="list-style-type: none"> - Site Manager to clean the toilet as soon as is practically possible | <p>MEDIUM</p> <p>All Staff</p> <p>Ongoing</p> |
| Everyone must wash their hands thoroughly after any contact with someone who is unwell | | <ul style="list-style-type: none"> - Displayed on procedures for child displaying symptoms document (See above) | <p>MEDIUM</p> <p>All Staff</p> <p>Ongoing</p> |
| Wider considerations | | | |
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| Child attending more than one setting. Alternative Provision schools should consider pacing pupils in smaller sized | Description of process, numbers of children and AP involved, risk assessments stored appropriately etc. | <ul style="list-style-type: none"> - N/A as no children access any other setting within the main school | <p>MEDIUM</p> <p>EYFS1 Teacher to discuss in Term 1</p> |

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| groups. Smaller AP's may wish to adopt whole school bubbles as part of their control system in order to best meet the needs of their students | 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 | | | |
| Shared equipment Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development Shared equipment | Shared books and games within the bubble, regular cleaning | MEDIUM | TAs Ongoing | |
| | Resources shared between bubbles, for example sports, art and science equipment. Cleaned frequently and meticulously and always cleaned between bubbles that use them, or rotated to be left unused and out of reach for 48 hours (72 for plastics) | <ul style="list-style-type: none"> - TA in charge of cleaning resources in each year group bubble - TAs will clean resources used by classes after they are used and before resources can be used by another year group - Books (from the book scheme) will be shared beyond 1 year groups and therefore, when books are returned, they will be placed in a box to be unused for 72 hours - Shared resources for subjects will be used and the cleaned by the TA before being returned to subject specific storage space - All soft furnishing are removed from all classes - In EYFS, some resources will be shared but will be cleaned throughout the day - In EYFS, children will have some resources such as play dough, as individual, named packs - EYFS1 and 2 and Year 1 will be provided with a Disinfectant Pump Spray for ease of cleaning | MEDIUM | TAs Ongoing Teachers By 1/9/20 EYFS Teachers By 7/9/20 |
| | Outdoor equipment should be cleaned more frequently, also applies if indoor or outdoor equipment is used by wraparound care providers | <ul style="list-style-type: none"> - Every year group will be provided with a set of outdoor equipment for us at play and lunch times. This equipment will be | MEDIUM | Teachers/TAs By 2/9/20 |

| Theme/key actions/measures | Action/mitigations | Risk measure (low, medium high) | By when/whom |
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| <p>Transport Dedicated transport The two or one metre plus social distancing will not apply on dedicated school transport from the autumn term. The majority of arrangements and protective measures will be managed by the transport provider, for example additional cleaning of vehicles</p> | <p>You may want to consider supportive actions: Hand sanitiser use before boarding/disembarking – discuss with transport provider Assisting with organisation of queueing and boarding Sufficient distancing between vehicles on your site Assisting with compliance for use of face coverings where appropriate and needed (children over the age of 11, for example if they are likely to come into very close contact with people outside of their group or who they do not normally meet)</p> | <p>cleaned by the year group TA at the end of each day N/A</p> | <p>N/A N/A</p> |
| <p>Wider public transport Use of public transport by pupils, particularly at peak times, should be kept to an absolute minimum</p> | <p>Schools should work with partners to consider staggered start times to enable more journeys to take place outside of peak hours. (whilst recognising this option will be more feasible in some circumstances than others) Encourage parents, staff and pupils to walk or cycle to school Consider adopting/using walking buses</p> | <ul style="list-style-type: none"> - Many families at Lainesmead rely on public transport to get to school. - Letter on 16/7/20 states the following: “We know that many of our families travel to school using public transport. This should continue as school reopens. It is not acceptable to miss school because of refusing to use public transport. However, it is now law that you must wear a face covering when travelling in England on a bus or coach. When you arrive in school, the face covering must be removed and stored in a sealed bag which parents are expected to provide. | <p>MEDIUM HT 16/7/20</p> |

| Theme/key actions/measures | Action/mitigations | Risk measure (low, medium high) | By when/whom |
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| | | <p>Alternatively, parents can take the face covering away and store before dropping your child off. Additionally, hand sanitiser should be used upon boarding and disembarking and you must distance yourselves from others not in your group.”</p> <ul style="list-style-type: none"> - Parents are being encouraged to walk to school as much as possible. - Bikes and Scooters cannot be stored on the school site during the Autumn Term as this would mean that many surfaces are touched across year group and too many children would need to access the same area with on a little time between them - Site Manager to tape of bike sheds | <p>Site Manager By 1/9/20</p> |
| <p>Attendance School attendance will be mandatory from the beginning of the autumn term, usual rules on attendance apply.</p> <p>Where children are unable to attend as parents are following clinical or public health advice absence will not be penalised</p> | <p>Communicate clear and consistent expectations to families and any other professionals who work with the family where appropriate throughout the summer and ahead of the new school year, requirements of attendance and that measures will be taken to support families to ensure their child returns to school at the earliest opportunity and where necessary sanctions will include fines recommencing.</p> <p>Ensure registers are maintained as usual CME policy is applied if children are not seen Continue to notify the child’s social worker, if they have one, of non-attendance.</p> | <ul style="list-style-type: none"> - Letter to parents 16/7/20 setting out the attendance expectations - Telephone calls will be held with any families who do not return and reasons given. SLT will talk through the risk assessment and provide assurances - A phased return will be offered for those children who are struggling with the reintegration the most but this will be for a short and limited period of time - School will instigate its Attendance Policy and the route to a penalty notice - Office to keep a record of children who have been sent home with symptoms and possible dates of return when advised by PHE | <p>MEDIUM</p> <p>HT 16/7/20 And updated by the end of August</p> <p>SLT</p> <p>AHT EWO</p> |

| Theme/key actions/measures | Action/mitigations | Risk measure (low, medium high) | By when/whom |
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| | Ensure the school leaver process is followed by completing the normal on-line form should the school be informed any parent/carer would like to Electively Home Educate their child. | <ul style="list-style-type: none"> - CME policy as part of the Safeguarding Policy will be initiated if there is a CME case | |
| <p>Shielded community The majority of pupils will be able to return to school: Keep up to date with current advice on shielding https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19 https://www.rcpch.ac.uk/resources/covid-19-shielding-guidance-children-young-people#children-who-should-be-advised-to-shield</p> | Should a pupil be unable to attend school because they are complying with clinical and/or public health advice schools should immediately offer them access to remote education Schools should monitor engagement with this activity | <ul style="list-style-type: none"> - When surveyed previously , it was noted that we have many children who are clinically vulnerable, for example those who are asthmatic, but none that are shielding, so are expecting all to return in September - If any within the clinically vulnerable group do not return, then HT, DHT and AHT will prioritise calls to this group first and discuss the reasons for not returning and what we can do to support the child back into school | <p>MEDIUM</p> <p>HT/DHT/AHT Ongoing</p> |
| <p>Pupils/families who are anxious about returning to school</p> | Schools should put in place the right support to address concerns of children, parents and households about children returning to school and provide reassurance of the measures in place: Pupils who have been shielding Living in households where someone is clinically vulnerable Concerns regarding those from BAME backgrounds Concerns relating to certain conditions for example diabetes and obesity | <ul style="list-style-type: none"> - Risk assessment will be available on the school website for all families to view - Letter to parents 16/7/20 to include attendance info regarding those where someone is clinically vulnerable - Any advice issued by the government for BAME (around 50% of the school's population belong to a Minority Ethnic group) will be implemented, whether possible and practical to do so - Conversations with parents will be held to reassure them regarding the measures we | <p>MEDIUM</p> <p>HT 16/7/20</p> |

| Theme/key actions/measures | Action/mitigations | Risk measure (low, medium high) | By when/whom |
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| <p>Identify pupils who are reluctant or anxious about returning or who are risk of disengagement</p> | <p>Develop plans for re-engaging them This could include disadvantaged and vulnerable children Children who were persistently absent prior to the pandemic Children who have not engaged with school regularly during the pandemic Continue to notify the child's social worker, if they have one, of non-attendance</p> | <p>are taking to make the school as safe as it can possibly be</p> <ul style="list-style-type: none"> - Parents have been asked to notify the school on a specially set up email of wellbeing concerns that children have about returning to school - INSET Day 1/9/20: share with staff a 'Nurture Curriculum' which will support all children in returning to school (see section regarding curriculum for details) - AHT for Inclusion and EWO employed by the school to review the persistently absent list prior to lockdown and then monitor these children's return to school - Use the 'Welfare Check' document to identify the children we have regularly had to be in contact with via telephone and assess their wellbeing on return through discussions with the class teachers - DSL/DDSL to liaise with social workers as necessary | <p>MEDIUM</p> <p>Teacher emails to staff on 17/7/20</p> <p>Analysed by AHT at the end of August and shared with staff prior to reopening to children on 2/9/20</p> |
| <p>Workforce The government expects that most staff will attend school Generally the advice is that those who can work from home should do so. Recognising that this will not be applicable to most school staff, but where a role may be conducive to home working for example, some administrative roles, school leaders should consider what is feasible and appropriate</p> | <p>Consider those for whom home working will continue to be relevant Clinically vulnerable or extremely clinically vulnerable Those that received a shielding letter are now advised they can return to work as long as they maintain social distancing School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where</p> | <ul style="list-style-type: none"> - One teacher is classified as clinically extremely vulnerable - She will be asked to wear a face shield upon her return - The 2m social distancing rule will be strictly enforced throughout in her class - The parents of this class will receive a separate letter regarding the importance of social distancing being maintained - If this is not possible, there would need to be a change of teacher with the teacher | <p>MEDIUM</p> <p>HT to hold conversation with these teachers prior to 1/9/20</p> |

| Theme/key actions/measures | Action/mitigations | Risk measure (low, medium high) | By when/whom |
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| People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace | possible or in roles in school here it is possible to maintain social distancing | | |
| <p>Staff who are pregnant Pregnant woman are in the clinically vulnerable category and are advised to follow the relevant guidance https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing#clinically-vulnerable-people</p> | Consider who this effects on your staff team | MEDIUM | HT to hold conversation with these teachers prior to 1/9/20 |
| <p>Staff who may otherwise be at increased risk from COVID -19</p> <p>Some people with particular characteristics may be at comparatively increased risk from COVID-19</p> <p>People who live with those who have comparatively increased risk for COVID-19 can attend the workplace</p> | <p>If people with significant risk factors are concerned schools should discuss their concerns and explain the measures the school is putting in place to reduce risks.</p> <p>School leaders should try as far as practically possible to accommodate additional measures where appropriate</p> <p>Consider who this may effect and demonstrate planning</p> | MEDIUM | HT 15/7/20 (staff) 16/7/20 (parents) |
| <p>Supporting staff Governing Bodies and school leaders should have regard to staff (including head teachers) work-life balance. <i>Employers have a duty of care to their employees and this extend to their mental health</i></p> | Schools should communicate to all staff the measures they are proposing putting in place and involve staff in that process. | MEDIUM | HT By end of August 1/9/20 |

| Theme/key actions/measures | Action/mitigations | Risk measure (low, medium high) | By when/whom |
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| <p><i>Information about the extra mental health support for pupils and teachers can be found here</i> https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers</p> <p>free helpline from the Education Support Partnerships https://www.educationsupport.org.uk/</p> | | <ul style="list-style-type: none"> - HT completed training through Challenge Partners on a 'Recovery Curriculum' for adults and supporting their mental health and elements of this will be delivered at the start of the INSET Day - The free helpline will be shared with all staff | |
| <p>Staff taking leave Staff will be taking leave over the summer period which may involve travelling abroad. Some countries require a quarantine on return. Latest guidance should be checked on the Gov website</p> | <p>It is recommended that school leaders discuss leave arrangements with staff before the end of the summer term to inform planning for the autumn term. Where it is not possible to avoid a staff member having quarantine during term time, school leaders should consider if it is possible to temporarily amend working arrangements to enable them to work from home.</p> | <ul style="list-style-type: none"> - HT emailed all staff on 8/7/20 requesting information on holidays and whether staff would need to quarantine. Only 3 responses. One holiday has now been cancelled and then 2 others are taking place where quarantine measures are not in place and staff would be able to return to school in September | <p>MEDIUM</p> <p>HT 8/7/20</p> |
| <p>Consider whether the school may have children visiting countries required to quarantine</p> | <p>Ensure remote education is available on their return</p> | <ul style="list-style-type: none"> - Letter on 16/7/20 asks parents to inform the school if they are visiting a country outside of the quarantine zones - Once informed, school will contact them and inform them of the dates the child/children can return to school - Remote learning will be provided for the children unable to attend | <p>MEDIUM</p> <p>HT 16/7/20</p> |
| <p>Staff deployment Schools may need to alter the way in which they deploy their staff more flexibly to</p> | <p>Managers should discuss and agree any changes to staff roles with individuals</p> | <ul style="list-style-type: none"> - Only deployment that has changed will be that of the MDSAs | <p>MEDIUM</p> <p>SBM On 1/9/20</p> |

| Theme/key actions/measures | Action/mitigations | Risk measure (low, medium high) | By when/whom |
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| <p>welcome back all pupils at the start of the autumn term</p> <p>It is important that planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. DfE workload reduction toolkit https://www.gov.uk/guidance/school-workload-reduction-toolkit</p> | <p>If all immediate options have been pursued and you still have concerns about your staff capacity talk to your LA or Trust.</p> | | |
| <p>Deploying support staff and accommodating visiting specialists Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistance and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.</p> <p>Any redeployments should not be at the expense of supporting pupils with SEND. Education endowment Foundation guidance on making the best use of teaching assistants https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/</p> | <p>Consider: Support staff capacity Using support to catch up provision or targeted groups Teaching assistants may be deployed to lead groups or cover lessons, under direction and supervision of a qualified, or nominated, teacher</p> | <p>MEDIUM</p> | <p>HT has held conversations already with the teacher</p> |
| | <p>The Headteacher should be satisfied that the person has the appropriate skills, expertise and experience to carry out the work and discuss and agree proposed changes in role or responsibility with the member of staff</p> | <p>MEDIUM</p> | <p>HT 1/9/20</p> |

| Theme/key actions/measures | Action/mitigations | Risk measure (low, medium high) | By when/whom |
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| | <p>Safe ratios must be met Specific training undertaken</p> | <ul style="list-style-type: none"> - Ratios for EYFS1 and EYFS2 are met - EYFS1 ratios are above those required (1:13 with a teacher, we have 1:10) - Ratios in EYFS2 are also sufficient with a teacher and TA in each class - At breaks and lunch additional cover is being provided by SLT throughout the week (this is normal practice) although this will be done in a socially distanced way | <p>MEDIUM</p> <p>HT and AHT for EYFS Ongoing</p> <p>DHT/SBM Ongoing</p> |
| Volunteers | <p>Volunteers should be properly supported and given appropriate roles Checks and risk assessments should continue as set out in KCSiE Part 3 Under no circumstance should volunteers who have not been checked work in regulated activity Mixing of volunteers across groups should be kept to a minimum Volunteers should remain 2 metres from pupils and staff where possible</p> | <ul style="list-style-type: none"> - Most volunteers in school provide reading support and this cannot be done at a 2m distance and therefore volunteers will not be in attendance during Term 1 - This will be reviewed prior to Term 2 - All volunteers are already DBS checked | <p>LOW (BECAUSE WE WILL NOT BE HAVING VOLUNTEERS IN SCHOOL)</p> <p>HT REVIEWED PRIOR TO TERM 2</p> |
| <p>Deploying staff appropriate checks See part 3 KCSiE (2020 version for use in September also in this link) This includes volunteers https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</p> | <p>Headteachers should ensure only those with appropriate checks are allowed to engage in regulated activity</p> | <ul style="list-style-type: none"> - All appropriate checks have been completed for new staff in line with the guidance and the SCR updated accordingly - The HT completed reference checks | <p>MEDIUM</p> <p>HT AND SBM ONGOING</p> |
| <p>Recruitment Recruitment should continue as usual. DfE blog provides information on the experience of implementing interviews remotely and advice that can be sent to</p> | <p>Recruit remotely over the summer period</p> | <ul style="list-style-type: none"> - N/A as no recruitment needed over the summer - All recruitment was completed on 10/7/20 and checks are being made this week for the final appointment who currently works at another primary school in the LA | <p>MEDIUM</p> <p>HT NO DATES SET AS NO RECRUITMENT NEEDED</p> |

| Theme/key actions/measures | Action/mitigations | Risk measure (low, medium high) | By when/whom |
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| <p>candidates on how to prepare for remote interviews https://teaching.blog.gov.uk/2020/05/29/recruiting-during-lockdown-how-we-did-it/ https://teaching.blog.gov.uk/2020/06/12/attending-your-first-remote-interview/</p> <p>safeguarding checks can be carried out remotely as set out in COVID 19 safeguarding in schools https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers from the autumn term checks will revert to being carried out in person</p> | <p>Schools must adhere to the legal requirement regarding pre-appointment checks</p> <p>Consider NQT's starting in the autumn term</p> | <ul style="list-style-type: none"> - The school will have no NQTs in September | |
| <p>Supply teachers and other temporary or peripatetic teachers Advice includes supply staff, peripatetic teachers, sports coaches and those engaged to deliver before and after school clubs. Schools can continue to engage supply teachers and other supply staff during this period <i>Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors where possible</i></p> | <p>Supply staff, visitors and peripatetic teachers will be expected to comply with the school's arrangements for managing and minimising the risks Particular care to maintain distance from other staff and pupils Minimise the number of temporary staff entering the schools premises</p> | <ul style="list-style-type: none"> - There are no peripatetic teachers visiting - Sports coaches are not being used during the Autumn Term - Supply is covered internally through use of HLTAs and Cover TAs. When this is needed, only the TA from the year group will be used for cover - If supply is needed, then HT/DHT will seek reassurances from the agency regarding the protective measures in use - Supply agency will be issued, for distribution to the teacher, the guidelines they must follow for the school | <p>MEDIUM</p> <p>HT/DHT/SBM Ongoing</p> |

| Theme/key actions/measures | Action/mitigations | Risk measure (low, medium high) | By when/whom |
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| <p>Safeguarding KCSiE from September https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 COVID-19 –Safeguarding in schools, colleges and other providers https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers</p> | <p>Revisit the child protection/safeguarding policy to reflect the return of all pupils</p> | <p>MEDIUM</p> | <p>HT and AHT Ongoing</p> |

| Theme/key actions/measures | Action/mitigations | Risk measure (low, medium high) | By when/whom |
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| Designated Safeguarding Leads | <p>DSL's should be provided with more time especially in the first few weeks of term</p> <p>Agencies and services should prepare to work together to actively look for signs of harm</p> | <ul style="list-style-type: none"> - DSL (AHT for Inclusion) is non-class based and is supported by a further DSL (a PSA) 3 days a week - The DSL does provide cover in EYFS2 but as the children will be phasing into school through a transition plan, the DSL will not be needed for cover initially - Both DSL and DDSL are confident in their work with agencies and have liaised with many agencies, but particularly social services, throughout the period of school closure | <p>MEDIUM</p> <p>AHT (DSL)</p> |
| School nursing | <p>Communicating with school nurses is important for safeguarding and supporting wellbeing</p> <p>Schools and school nurses need to work together to ensure delivery of the healthy child programme (which includes immunisation currently provided by Virgin Care), identifying health and wellbeing needs which will underpin priorities for service delivery.</p> | <ul style="list-style-type: none"> - AHT for Inclusion has liaised with the school nurse during this period, particularly for those children moving into the school with medical needs - All pupils transferring in have up-to-date medical Health Care Plans - All staff received updated training for September to meet pupils' medical needs - Flu vaccination date is in the school calendar for 10/12/20 (earliest date offered to the school) | <p>MEDIUM</p> <p>AHT 14/7/20</p> <p>Staff 17/7/20</p> |
| Catering School kitchens are expected to 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 those eligible for benefits related free school meals or universal infant free school meals https://www.gov.uk/government/publications/covid-19-guidance-for-food- | <p>School kitchens can continue to operate but must comply with the guidance for food businesses on COVID-19</p> <p>Consider whether there is sufficient resources for all children to return to school</p> | <ul style="list-style-type: none"> - The school kitchen reopened on 1/6/20 to cater for UFSM, FSM and paid meals during partial reopening - The catering manager has ensured that the kitchen will be fully stocked for September - All food standards are maintained and will continue to be for September | <p>MEDIUM</p> <p>Catering Manager</p> <p>Ongoing</p> |

| Theme/key actions/measures | Action/mitigations | Risk measure (low, medium high) | By when/whom |
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| businesses/guidance-for-food-businesses-on-coronavirus-covid-19 | | | |
| <p>Estates There is not an expectation for schools to make significant adaptations to their site to enable them to welcome all children back to school. It is not expected that schools will need to deliver any of their education on other sites (such as community centres/village halls) Review guidance https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak</p> | <p>Usual checks completed, consider fire drills</p> | <ul style="list-style-type: none"> - The school has commissioned work to take place over the summer holidays, e.g. grounds work to replace unsafe wet pour in the EYFS2 area, laying of artificial turf in EYFS1 and EYFS2, taking down of unsafe trees in the orchard area - All of this work is timetable and will be completed in sufficient time for reopening in September - Fire evacuation procedure will be reviewed over the summer so that year groups do not come into contact with each other and are kept further away from each other at the fire assembly points - Changes to fire drill to be shared with staff on 1/9/20 - Fire drill to be conducted within first 3 days back | <p>MEDIUM</p> <p>SBM and Site Manager</p> <p>Ongoing</p> <p>HT 1/9/20 4/9/20</p> |

| Theme/key actions/measures | Action/mitigations | Risk measure (low, medium high) | By when/whom |
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| <p>Usual pre-term checks are undertaken to make the school safe If buildings have been closed or reduced occupancy water system stagnation can occur due to lack of use, increasing the risk of Legionnaires disease. See guidance above and links below: https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm</p> <p>Additional advice from the Chartered Institute of Building services Engineers guidance on emerging from lockdown https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown</p> | <p>In classrooms it will be important that schools improve ventilation (for example by opening windows)</p> | <ul style="list-style-type: none"> - SBM and Site Manager to conduct a walk around assessment of the site during the week prior to opening - Windows should remain open in populated rooms, within temperature limits | <p>MEDIUM</p> <p>SBM and Site Manager 21/8/20 HT 1/9/20</p> |
| <p>Once the school is in operation it is important to ensure good ventilation https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm</p> <p>https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak</p> | <p>Schools will need to consider what control measure need to be used to ensure they are aware of wider advice on visiting indoor and outdoor venues.</p> | <ul style="list-style-type: none"> - Doors to key areas (and those that would be touched a great deal) will remain open as much as possible - Windows should remain open in populated rooms, within temperature limits - No visits are being conducted in Term 1 and if they go ahead in Term 2, then the school will ask for the Risk Assessment and control measures being put into place of the venue being visited | <p>MEDIUM</p> <p>HT 1/9/20</p> <p>HT communicated to staff on 15/7/20</p> |

| Theme/key actions/measures | Action/mitigations | Risk measure (low, medium high) | By when/whom |
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| <p>Educational Visits Government advice is against domestic (UK) overnight and overseas educational visits at this stage, but in the autumn term schools can resume non-overnight domestic educational visits. As normal schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits https://www.gov.uk/government/publications/coronavirus-covid-19-travel-advice-for-educational-settings/coronavirus-travel-guidance-for-educational-settings</p> | <ul style="list-style-type: none"> - Residential visits planned for Y4 and Y6 during the autumn term have been reorganised to the Summer Term - Letter sent to next year's Y4 and Y6 parents informing them of changes on 14/7/20 - Trips will not be conducted during Term 1 and will be under review for Term 2 - When trips do occur again, the risk assessments will be completed for all trips as usual but these will be amended with protection methods being added to the assessments | MEDIUM | HT communicated to staff on 15/7/20 |
| <p>In the autumn term trips should include pupils with SEND where connected with their preparation for adulthood (for example workplace visits, travel training etc.) this should be done in line with protective measures such as keeping children within their consistent group, and the COVID 19 secure measures in place at their destination.</p> | <p>See above as trips will not be taking place When they do restart:</p> <ul style="list-style-type: none"> - SEND children are always included in the trip - Any children with additional needs (including medical needs) are risk assessed and provision is made for these children | MEDIUM | HT communicated to staff on 15/7/20 |

| Theme/key actions/measures | Action/mitigations | Risk measure (low, medium high) | By when/whom |
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| <p>Schools should make use of outdoor spaces in the local area to support delivery of the curriculum.</p> | <p>Schools should consider how pupil non-compliance is managed, taking mindful and considerate approach in relation to parents who may be experiencing financial pressures.</p> | <p>MEDIUM</p> | <p>HT 1/9/20</p> |
| <p>School uniform It is for the governing body of a school to make decisions regarding school uniform. Schools are being encouraged to return to usual uniform polices in the autumn term. Uniforms do not need to be cleaned any more often than usual nor do they need to be cleaned using methods which are different from normal.</p> | <p>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. Schools should advise parents to limit the number of different out of school activities for their children, school should encourage them to seek assurance that the providers are carefully considering their own measures and only use providers that can demonstrate this.</p> | <p>MEDIUM</p> | <p>HT 16/7/20</p> |

| Theme/key actions/measures | Action/mitigations | Risk measure (low, medium high) | By when/whom | |
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| <p>Extra-curricular provision Schools should consider resuming any breakfast and after school provision where possible from the start of the autumn term. There is a recognition that this will be logistically challenging for schools particularly for clubs that would normally offer support across year groups, where parents are using multiple providers or where childminders are picking up/dropping off pupils.</p> <p>Guidance for summer holiday childcare contains useful information when planning extra –curricular provision. https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</p> | <p>Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.</p> | <ul style="list-style-type: none"> - No after school club will run in the Autumn Term | <p>LOW</p> <p>HT 16/7/20</p> | |
| | <p>Schools should advise parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this.</p> | <ul style="list-style-type: none"> - School will reopen Breakfast and After School Club from 2/9/20 - All places will now have to be booked in advance and a maximum of 36 can attend breakfast club and 15 can attend after school club - In breakfast club, children will sit at allocated year group tables to limit mixing of bubbles - In after school club, siblings will be encouraged to stay together and staff will encourage distancing between all children | <p>MEDIUM</p> <p>HT 16/7/20</p> | |
| | <p>As with physical activity during the school day contact sports should not take place.</p> | <ul style="list-style-type: none"> - PE Leader is analysing the PE curriculum maps to ensure that PE lessons are non-contact - Shared with staff during INSET on 1/9/20 | <p>MEDIUM</p> | <p>PE LEAD 1/9/20</p> |

| Theme/key actions/measures | Action/mitigations | Risk measure (low, medium high) | By when/whom | |
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| <p>Physical activity in schools 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. Schools should refer to the following guidance:</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation https://www.sportengland.org/how-we-can-help/coronavirus https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf https://www.youthsporttrust.org/coronavirus-support-schools</p> | <p>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</p> | <ul style="list-style-type: none"> - Children will complete PE lessons within their own class - So that classes do not mix, children will come into school in their PE kits throughout the Autumn Term | <p>MEDIUM</p> | <p>Teacher</p> <p>Ongoing</p> |
| | <p>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene.</p> | <ul style="list-style-type: none"> - If hall used, then all windows and doors are propped open to ensure ventilation - Mats to be used to increase distancing between children - All equipment will be cleaned after use | <p>MEDIUM</p> | <p>Teacher /HLTAs/ TAs</p> <p>Ongoing</p> |
| | <p>External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</p> | <ul style="list-style-type: none"> - Due to the need for volunteers to be available for use of external facilities, no swimming or ice skating sports will be conducted until Term 3, and only then if it is safe to do so - Communicated to parents on 16/7/20 | <p>LOW</p> | <p>HT</p> <p>16/7/20</p> |
| | <p>Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures</p> | <ul style="list-style-type: none"> - External coaches will only be permitted back on site in Term 3, and only then if it is safe to do so | <p>LOW</p> | <p>HT</p> <p>1/9/20</p> |
| | <p>Activities such as active miles, making break times and lessons active and encouraging active travel help enable</p> | <ul style="list-style-type: none"> - INSET Day 1/9/20: share info on taking brain breaks and completing 'wake and shake' activities throughout the day, in class | <p>MEDIUM</p> | <p>HT</p> <p>1/9/20</p> |

| Theme/key actions/measures | Action/mitigations | Risk measure (low, medium high) | By when/whom |
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| | pupils to be physically active while encouraging physical distancing. | <ul style="list-style-type: none"> - Use of the Orchard (risk assessed) also for Forest Schools activities to encourage movement | |
| <p>Music</p> <p>Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.</p> | <p>Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation.</p> | <ul style="list-style-type: none"> - No singing assemblies will take place in the Autumn Term - INSET DAY 1/9/20 – implications for the teaching of Music will be shared | <p>MEDIUM</p> <p>HT 1/9/20</p> |
| <p>Pupil wellbeing and support</p> <p>Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school; others may have enjoyed being at home 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>Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:</p> <p>Support the rebuilding of friendships and social engagement</p> <p>Address and equip pupils to respond to issues linked to coronavirus (COVID-19)</p> <p>Support pupils with approaches to improving their physical and mental wellbeing</p> | <ul style="list-style-type: none"> - In final email to parents, they are being asked to email the school with any welfare concerns they have for their child returning. This will include any family bereavement that has happened, friendship or mental health concerns - INSET 1/9/20 – staff will be provided with a ‘Nurture Curriculum’ to cover: <ul style="list-style-type: none"> Restoring Relationships Community Resilience Metacognition Place - DHT and a HLTA in charge of Nurture will train using the Thrive Approach for supporting children with their wellbeing | <p>MEDIUM</p> <p>Teachers 17/7/20</p> <p>HT/DHT/AHT 1/9/20</p> <p>DHT/HLTA Ongoing</p> |

| Theme/key actions/measures | Action/mitigations | Risk measure (low, medium high) | By when/whom |
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| <p>https://www.gov.uk/guidance/teaching-about-mental-wellbeing</p> <p>https://covid.minded.org.uk/</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> | <ul style="list-style-type: none"> - A flow chart for referral to pastoral support  Process for Nurture support Behavioural - PSA and Nurture HLTA to work as part of an Inclusion Team with AHT and DHT to identify needs and programmes to support the children | <p>MEDIUM</p> <p>AHT/DHT/PSA/HLTA</p> <p>Ongoing</p> |
| | <p>Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school.</p> | <ul style="list-style-type: none"> - Through contact from parents regarding those who are anxious about returning, a list of children will be identified prior to returning and the AHT, PSA and Nurture HLTA will work with these children to settle them back into school | <p>MEDIUM</p> |
| <p>Behaviour expectations Schools should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules. 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</p> | <p>Schools should consider updating their behaviour policies with any new rules/policies setting clear, reasonable and proportionate expectations of pupil behaviour.</p> | <ul style="list-style-type: none"> - Behaviour Policy updated and approved by Governors on 8/7/20  Behaviour policy July 2020.docx | <p>MEDIUM</p> <p>DHT and approved by Governors on 8/7/20</p> |
| | <p>Consider how to communicate rules/policies clearly and consistently to staff, pupils and parents,</p> | <ul style="list-style-type: none"> - INSET Day 1/9/20 – staff will be briefed on the policy - Pupils will be briefed on the policy on 2/9/20 and regularly throughout the term - The updated policy has been placed on the website and this is included in the Letter to Parents 16/7/20 | <p>MEDIUM</p> <p>DHT 1/9/20 Teachers 2/9/20 HT 16/7/20</p> |
| | <p>Consider how to build new expectations into their rewards system.</p> | <ul style="list-style-type: none"> - New reward system introduced in September which will include the new expectations and decrease the use of | <p>MEDIUM</p> <p>DHT 1/9/20 Teachers 2/9/20</p> |

| Theme/key actions/measures | Action/mitigations | Risk measure (low, medium high) | By when/whom |
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| | physical resources such as house points and raffle tickets | | |
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Contingency planning for outbreaks

Swindon Covid 19 outbreak management plan - <https://www.swindon.gov.uk/lomp>

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. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice.

In developing these contingency plans, Government expect schools to:

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.

| Theme/key actions/measures | Action/mitigations | Risk measure (low, medium high) | By when/whom |
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| School goes into partial lockdown (bubbles) (provision for key staff and vulnerable children) | <ul style="list-style-type: none"> - Pattern of home learning will be matched to those that have been on offer during full closure - School is currently investigating the possibility of providing live lessons although we know that many families would struggle to access these due to lack of technology or internet access | MEDIUM | HT/DHT and all teaching staff Ongoing |
| School goes into full lockdown (provision for key staff and vulnerable children) | <ul style="list-style-type: none"> - Pattern of home learning will be matched to those that have been on offer during full closure | MEDIUM | HT/DHT and all teaching staff Ongoing |

| Theme/key actions/measures | Action/mitigations | Risk measure (low, medium high) | By when/whom |
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| | <ul style="list-style-type: none"> - School is currently investigating the possibility of providing live lessons although we know that many families would struggle to access these due to lack of technology or internet access - The school has not used the Oak Academy resources as yet but this will be factored into the remote education plans for the Autumn Term | | |
| <p>Remote education support</p> <p>Schools are expected to have the capacity to offer immediate remote education.</p> <p>When teaching pupils remotely, government expects schools to:</p> <p>Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects</p> <p>Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject</p> <p>Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos</p> <p>Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work</p> <p>Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding</p> <p>Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers</p> | <ul style="list-style-type: none"> - Pattern of home learning will be matched to those that have been on offer during full closure - All class teachers have a class linked email address: education support has been provided through this during school closure and this would continue - Knowledge organiser have all been written for each year group which provides details for parents on curriculum content and expectations across subject areas. These will be shared with parents - All work received by teachers is kept in individual one drive folders - Any amendments needed will be made upon receiving the DfE's final decision on what remote education should look like (expected to be received in the summer/at the start of the autumn term) | MEDIUM | <p>HT/DHT and all teaching staff</p> <p>Ongoing</p> |

| Theme/key actions/measures | Action/mitigations | Risk measure (low, medium high) | By when/whom |
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| SBC Review comments: | |
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| <ul style="list-style-type: none"> • Thank you very much for this robust and comprehensive document that covers in detail all areas noted and is dynamic in its implementation as time moves on. | |
| Reviewed by: Nigel Pickering | Date: 16 7 20 |