

Coronavirus (COVID-19) Wider Opening Risk Assessment – September 2020	ST JOHN'S PRIMARY SCHOOL	Ref No	C19/001
		Date	10/07/2020

Task Description	Wider Opening Risk Assessment – Whole School	Location	All Areas	Date of Review	Daily/Weekly As Required
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Assessor	Print Name: : Christine Large	Head Teacher	Print Name: Christine Large	Equipment or Plant No.	N/A
	Signed: : <i>Christine Large</i>		Signed: <i>Christine Large</i>		

Persons Affected Individuals or Groups	Employees, children, contractors, visitors, members of the public and family members
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Hazards / Consequences	Existing Control Measures	L	S	R	Further Control Measures Whole School	Modified		
						L	S	R
Wider Opening – Whole School	PD days on 1 st & 2 nd September to promote smooth opening on 3 rd September. Organisational plan in place to enable full school return.	2	4	M		2	4	M
Visitors to premises: Including Contractors and Parents	All visitors, including parents and contractors must have a pre-arranged appointment prior to arrival on site.	1	4	L	See visitors risk assessment for more information (<i>Not attached</i>) The process for removal/storage/disposal of face coverings is the responsibility of the individual on arrival at the schools reception.	1	4	L
Before/After School Entry/Exit Procedures.	To avoid congestion, drop offs and pick-ups will be staggered. See Organisational plan (attached) for specific group arrangements.	2	4	M	We will seek parental permissions for Yr. 6 children, to enable as many as possible to	2	4	M

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	Separate external doors will be used where possible – see Organisational Plan One way system in place where possible.				walk to and from school independently (to avoid playground grouping). Siblings can go straight to classrooms – supervision in place			
Handwashing	<p>Pupils taught how to wash their hands by staff members. Pupils that need support to wash their hands are supported by a member of staff.</p> <p>Where need identified, alcohol gel be made available to staff and pupils.</p> <p>Pupils are supervised throughout the school day to wash their hands for 20 seconds by staff members. Staff follow the guidance provided. Staff and Pupils are directed to wash their hands before and at the end of the school day, before and after eating and following coughing and sneezing and where additional need identified.</p> <p>Pupils and Staff ensure that they thoroughly dry their hands.</p>	2	3	L	<p>Ongoing Monitoring</p> <p>*See Organisational plan (attached) for specific group arrangements.</p>	2	3	L

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	<p>Handwashing posters located in pupil and staff toilet areas and in the classroom areas. Catch it, bin it, kill it posters located in pupil, staff toilet areas and around the school site.</p> <p>Pupils and staff follow the 'Catch it, Bin it, Kill it', guidance and avoid touching their faces, noses etc. practice followed whilst at school.</p> <p>Pupils taught to cough and sneeze into their elbow and away from the direction of other pupils and staff.</p>							
Lunchtimes/ Playtimes	Lunchtimes will be staggered. See organisational plan for specific timings.	2	4	M	<p>School kitchens are fully operational but must comply with the "Guidance for food businesses on Coronavirus (COVID 19)".</p> <p>Packed lunches delivered to R, Y1 & 2 eaten in classes. Y3,4,5 & 6 eat in hall on rota sitting 6 per table side by side.</p>	2	4	M
Breakfast	Breakfast Club will limited for working parents on a booking system initially.				Children will sit in class bubbles - 6 per table, side by side.			

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Classrooms	<p>*See Organisational plan (attached) for specific group arrangements.</p> <p>To prevent infection spread on handles and for air flow, where possible, classroom doors and windows should be kept open;</p> <p>Soap, hand wash, tissues and other related products will be available in all teaching areas. Lidded bins will be provided in all classrooms for disposal of tissues and any other waste.</p>	2	4	M	<p>Revised classroom layout to include side by side and facing forward seating, rather than face to face or side on, where possible.</p> <p>Children to wear PE kit on days they have PE – timetable needed.</p> <p>The IT Suite will be open on a strict rota basis with time allocated in between groups to sanitise PC (mouse, keyboard screen) workstation and chair. There is a hand sanitising unit in the suite, all children will sanitise hands before and after using PC.</p>	2	4	M
Resources/Pupil Supplies	<p>Individual children's equipment will be minimal and kept where possible at their table.</p> <p>Pupils will be encouraged not to share resources</p>	2	3	L	<p>Children encouraged to wash hands / use hand gel before lessons and after each lesson.</p> <p>Individual classes will have a box of outdoor equipment to use.</p>	2	3	L
Facilities and Premises	See re-opening checklist (Attached)	1	4	L	Complete all usual pre-term opening checks.	1	4	L

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Cleaning	<p>All cleaning staff will be in school on their full hours.</p> <p>All classrooms and communal areas have hand sanitising units in place. Regular hand washing will be requested.</p> <p>Cleaning sprays and cloths are available in all classrooms to promote regular cleaning.</p>	2	4	M	See revised cleaning schedule.	2	4	M
First Aid/Possible COVID-19 Symptoms	<p>First aid equipment will be available in each classroom. Where possible, teachers/support staff should provide minor first aid to any child who requires it. Protective equipment, such as gloves and a mask, should be worn when first aid is administered and contact is required and social distancing is reduced.</p> <p>Serious injuries or assistance will be dealt with by a First Aiders.</p> <p>Staff/children showing signs of Covid-19 will be isolated until they go home. Isolation area to be the Internal Courtyard (weather permitting) or Head Teachers Office.</p>	3	4	M	<p>All staff are trained to at least Level 1.</p> <p>PPE is in place.</p> <p>Suitable PPE equipment must be worn by staff assisting.</p> <p>*See PPE Matrix.</p>	3	4	M

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Contact due to personal / intimate care	Staff must wear the normal personal protective equipment they need for giving intimate/personal care	3	4	M	PPE Is in place and staff have being given instruction on how to use, store, clean and dispose. *See PPE Matrix.	3	4	M
Contamination of outdoor play equipment	Outside play equipment will be used on a rolling programme by each bubble with allocated days. Full Deep Clean will carried every evening in readiness for the following day.	1	4	L	See Organisational plan for specific group arrangements Each group to be allocated specific playground areas	1	4	L
Early Years & Primary aged children – lack of understanding	Early Years & Primary aged children cannot be expected to remain 1+ metres apart from staff and other children at all times.	2	3	L	We will be using songs, rhymes and repetition as well as good routines to embed regular handwashing and not touching.	2	3	L
Emergency Procedures	Fire Emergency procedures are reviewed regularly to ensure that arrangements remain valid for Fire Safety including the numbers and locations of trained fire wardens and the validity of Personal Emergency Evacuation Plans considering social distancing measure where possible.	3	4	M	A fire drill will be carried out 11th September 2020. The school's caretaker ensures that that weekly testing of the fire alarm is carried out to ensure legal requirements are met.	3	4	M

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	<p>Everyone must maintain 1+ metre separation as far as possible during evacuation and at assembly points.</p> <p>Lockdown Emergency lockdown procedures are reviewed regularly to ensure that arrangements remain valid</p>							
Handling Cash	<p>Reduce the amount of cash payments from parents/carers.</p> <p>Disposable gloves are available for any member of staff handling cash.</p> <p>Hand sanitiser is available in the school office.</p>	1	4	L	Encouraging parents/carers to use the schools on line payments systems where possible i.e. Parent Pay	1	4	L
Deliveries	<p>Advise all delivery drivers that no goods or food should be physically handed over.</p> <p>Decide on a location as a set drop-off point agreed in advance.</p>	1	4	L	No member will sign for deliveries the delivery driver will ask to sign on our behalf.	1	4	L
Staff Room/Community room/Offices	Clean down tables after you have finished and remove all uneaten food and drink and dispose of in designated bin or rubbish bag.	1	4	L	Offices maximum occupancies (2 person 1+ metres apart)	1	4	L

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	<p>Staff to use their own mug which they will need to wash and put away after use.</p> <p>All staff will be responsible for ensuring all their crockery and cutlery is cleaned and put away.</p> <p>Restrict the number of people using staff room to 6 at any one time.</p> <p>Staff to remain on site at lunch time.</p>				<p>Maximum occupancy to be identified on the door.</p> <p>1 person in sink area at any one time.</p> <p>Staff room to be cleaned 3 x per day.</p>			
Shielding Staff (Medical complications relating to pre-existing medical condition/ Medical complications relating to medical treatment)	The school has 1 member of staff who is currently Shielding. Communication with staff shielding is maintained and shielding arrangements to be reviewed in line with Government Guidance.	3	5	M	Revise vulnerable person/s risk assessment in line with Government Guidance.	2	5	M
Clinically Vulnerable Staff (Including pregnancy)	The school currently has no identified members of staff who are classed as clinically vulnerable under the Government Guidance. Staff members to inform the Head Teacher if they think they would be classed as vulnerable and are at a greater risk from the Corona virus.	1	4	L	Monitor	1	4	L

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Vulnerable Staff (Current Medical issues giving rise to increased risk of catching Coronavirus or increased risks associated with symptoms)	The school currently has no identified members of staff who are classed as vulnerable under the Government Guidance. Staff members to inform the Head Teacher if they think they would be classed as vulnerable and are at a greater risk from the Corona virus.	1	4	L	Monitor	2	4	L
Potential Symptoms (General) Significant breathing difficulty. High Temperature Coughing and sneezing Loss of taste and smell	General precautions as advised by the Government strictly observed: Cover your mouth and nose with a tissue or your sleeve (not your hands) when you cough or sneeze Put used tissues in the bin immediately Wash your hands with soap and water often – use hand sanitiser gel if soap and water are not available Try to avoid close contact with people who are unwell Don't touch your eyes, nose or mouth if your hands are not clean Each person in school, staff, pupil or visitor will where possible maintain a practical distance away from each other and not get into close proximity with each other if it can be avoided.	2	4	M	Amy member of staff presenting with symptoms whilst in school will inform the Head Teacher/Deputy Head. Link to Getting Tested – Coronavirus	2	4	M

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Risk Assessment Notes:

If there is a suspected outbreak in a school, each of the reviews should be considered in case individuals high risk individuals will need to be removed from the risk. This may mean working in a restricted area or asking the individual who is at higher risk to work from home.

[Guidance](#) for vulnerable persons

[Guidance](#) for Pregnancy taken from a link on the NHS FAQs [site](#).

General Advice:

- To ensure good hand hygiene we ask that where possible staff refrain from wearing jewellery including watches in school.
- Hair should be tied back where possible to reduce the risk of touching you face.
- Staff are advised that when passing in corridors to adhere to the non-verbal signalling method of communication to reduce the risk of the virus spreading.
- When with the children do not bend down to their level and where ever possible stand to the side or the back of the child.

****Throughout the re-opening process there will be incidents that require a dynamic risk assessment – An assessment of unforeseen or emergency hazards. The risk will be assessed by the staff at the time of the event.***

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The normal duties of consultation on health and safety matters still apply during the pandemic. Section 2(6) HSWA states:

“It shall be the duty of every employer to consult any such representatives with a view to the making and maintenance of arrangements which will enable him and his employees to co- operate effectively in promoting and developing measures to ensure the health and safety at work of the employees, and in checking the effectiveness of such measures.”

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Rating: Low = 1 – 6, Medium = 8 – 15, High = over 15

Risk Assessment Matrix (Probability and Likelihood Scales)												
Severity Rating	Description	Likelihood Rating										
		1	2	3	4	5	6					
		Very Unlikely	Unlikely	May happen	Likely	Very likely	Certain or imminent					
1	Delay only											
2	Minor injury, minor damage							LOW				
3	Lost time injury, illness, major damage									MEDIUM		
4	Major injury, disabling illness, major damage									HIGH		
5	Single fatality, or permanent total disability									HIGH		
6	Multiple fatalities									HIGH		

St John's Wider Opening for September 2020 – Whole School

	2 yr old provis	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Lead	Mrs Raine	Mrs Lambert	Miss Tricker	Mrs McAdam	Mr Goldsbrough	Miss Currington	Miss Meehan	Miss Humphrey Mrs Brown	Mr Ramsay
No of Chn	12	21 am/18 pm	30 (1 EHC)	30 (1 EHC)	30 (1 EHC)	30 (1 EHC)	30	30 (KD)	28
Extra Staff in class by 8.30	Miss Hodgson Mrs Tooth	Mrs Hay Mrs McMullen	Mrs Matcowski	Miss Tunstall Miss Trotter + Sp and Lang	Mrs Cooper	Mr Cook Miss Hodgson pm initially	Mr Quinn am/1 pm Mrs Baker 4xpm	DC 1xpm MB 1xpm SQ 1xpm	Mrs Penteney
Entrance/Exit	2 yr old entry 8.45-8.55 1.30-11.45	Bottom gate 8.45-8.55 11.45 12.30 3.20-3.30	Top gate 8.55-9.10 3.05-3.20	Courtyard door 8.50 – 9.00 3.20	Courtyard door 8.40 – 8.50 3.10	KS2 door 8.50 – 9.00 3.20	Class door 8.40 -8.50 3.10	KS2 Door 8.40 – 8.50 3.10	KS2 Door 8.30 – 8.40 3.00
Toilets	2 yr old	Nursery Toilets	Rec Toilets	KS1 Toilets	KS1 Toilets	Y3 toilets	Red door	1st 2 KS2	2nd 2 KS2
am break				10.10 – 10.25 KT and JT	10.10 – 10.25 TC	10.50 – 11.05 DC	10.30 – 10.45 SQ	10.30 – 10.45 SR	10.50 – 11.05 AP
Lunch in hall – CT, SR and CL		8 chn 11.45-12.30 Mrs McMullen Mrs Raine	11.45 (MT,CM) 12.00-12.30 Mrs Matcowski Miss Hodgson	JT lunch 11.50 KT take chn outside 11.50 Eat in room 12.20-12.40 KT lunch 12.45	TC take chn outside 11.50 Eat in room 12.20-12.40 TC lunch at 12.40-1.10	DC lunch 11.50 TC take chn to hall at 12.00 DC collect at 12.20 outside until 12.50	SQ lunch 11.50 SM take chn to hall at 12.00 SQ collect at 12.20 outside until 12.50	MBr take chn to hall at 12.25 SR collect at 12.45 outside until 1.15 SR lunch 1.15	AP lunch 12.15 MR take chn to hall at 12.25 AP collect at 12.45 outside until 1.15
ICT				12.45 -1.15 (not Frid)	2.35 -3.05	11.10 – 11.40	11.45 – 12.15 (not Fri) 12.50-1.20	1.20 – 1.50	2.00 – 2.30






Staff Room

10.10-10.25	10.30-10.45	10.50-11.05	11.50-12.20	12.05-12.50	12.15-12.45	12.30-1.15
CMc, DG, SQ, JT, MBr	KT, TC, DC, AP, SM,RH	TC, MR, SR, SW, MBa	DC and SQ	TC and SM	AP	KT, RH, SW, MB, MR

Personal Protective Equipment Matrix

The matrix below details the type (not make) of Personal Protective Equipment which may be suitable for a specific task. Government advice specifically states:

The majority of staff in education settings will not require PPE beyond what they would normally need for work, even if they are not always able to maintain a distance of 1+ metres from others. PPE will only be required in a very small number of cases.

	(Not PPE) Sanitiser	Face Mask	Disposable Gloves	Disposable Apron	Full Face Shield
					
Teaching or Assisting Teaching	When hand washing facilities are not available	X	X	X	X
Cleaning / Site responsibilities	When hand washing facilities are not available	When specific protection is needed due to chemicals being used, or cleaning a potentially infected area.	When specific protection is needed due to chemicals being used, or cleaning a potentially infected area.	When specific protection is needed due to chemicals being used, or cleaning a potentially infected area.	X
Kitchen/Dining roles	When hand washing facilities are not available	X	In line with normal guidance and while clearing used crockery/cutlery	X	X
First Aid	When hand washing facilities are not available	When close contact is needed whilst administering First Aid	In line with normal guidance	X	X
Required close contact (within 1+ metres) with an actual or	When hand washing facilities are not available	When close contact is required whilst supporting an individual before they are transported off site, and until area is cleaned.	When close contact is required whilst supporting an individual before they are transported off	When close contact is required whilst supporting an individual before they are transported off	When close contact is required whilst supporting an individual before they are

suspected COVID 19 case			site, and until area is cleaned.	site, and until area is cleaned.	transported off site.
Cleaning an area after a suspected COVID 19 case	When hand washing facilities are not available	Used when cleaning an area where a significant chance of infection exists (room where individual has waited for attention or toilet used)	Used when cleaning an area where a significant chance of infection exists (room where individual has waited for attention or toilet used)	Used when cleaning an area where a significant chance of infection exists (room where individual has waited for attention or toilet used)	X
Transporting in vehicles	Required along with disposable wipes	Available and provided for employees. Pupils encouraged to use their own	X	X	X

COVID-19 Re-Opening Organisational Checklist

Section A

All school premises that have been closed to children and staff since 23 March 2020

Actions required:

- Flushing the water system in accordance with the school's legionella risk assessment and policy.

- Checking that there are no leaks in the water system and that there is provision of hot water.
- Ensuring the safety and quality of the water by:
 - disinfecting the water system by raising the temperature of the heating of the system; or
 - in schools which have cooling towers/AC systems, microbiologically testing the water and receiving a positive clearance.
- Testing the fire alarms/smoke alarms/panic and accessible-toilet alarms.

Checking:

- the fire-door mechanisms;
- gas supply;
- kitchen equipment;
- ventilation system;
- key holder information;
- the fixed wiring (if the scheduled tests required by regulations have not taken place in the last sixth months);
- emergency lighting;
- Inspection of lifts (if the scheduled tests required by the regulations have not taken place in the last six months);
- Inspection of all known asbestos sites (These may have been damaged by rodent activity during the closure).
- Inspection for rodent activity and/or infestations (Commissioning of pest control may be required).

Cleaning of the premises

- Deep cleaning is not required if no-one has been into the premises during the time of closure. However, if someone goes into the premises within five days before the date of reopening, any areas accessed by that person must have a deep clean of touch surfaces.

Section B

For schools who have been partially open for key worker children

If only part of the school premises has been open, the checks in Section A of this checklist must be carried out for all parts of the building and any other buildings on the site which have been closed for any period of time.

Cleaning of the school site

- If the school has been partially opened, then a full deep clean of the premises should not be necessary unless it has been required by Public Health Authorities. However, all touch surfaces should be given priority for cleaning, as should have been the case during the partial opening.

Section C

All schools

Planning for the reopening of the school should be on the basis of phased re-entry of pupils, and below are listed the factors which must be considered in planning for reopening. Assessment of the availability of staff for all activities during the school day, including lunchtime and break supervision, and to provide support for pupils with special or additional needs, considering:

- staff who have underlying medical conditions (as defined in government guidance);
- staff who are subject to shielding or are in a household where someone is shielding;
- staff who are self-isolating, and staff on maternity or any other form of leave, and will, therefore, not be available for work;

- the availability of supply staff to cover any vacancies or long-term absences.
- Defining the expectations about teaching and learning, including:
- how the number of pupils returning to school each day will be managed to ensure that social distancing is maintained, and account is taken of:
 - which categories of pupil may be given preference in any phased modification of controls on schools, such as pupils with special/additional education and support needs or who might otherwise be vulnerable, or pupils in particular year groups; for example, pupils who are preparing for qualifications or who may have been among the most disrupted by the partial closure of schools to date;
 - the ability of certain pupils to maintain social distancing;
 - arrangements for staff and pupils during breaks and lunchtimes, including supervision of pupils in the context of social distancing.
 - any subject-specific requirements that they may need to inform the numbers and categories of pupils attending school.

 - the extent to which existing planning, schemes of work and programmes of study will need to be adapted to take account of:
 - the number of pupils who will be on site;
 - the age and stages of development of these pupils;
 - the frequency with which pupils will be expected to attend;
 - the suitability of materials and resources for working with pupils who may need to attend school irregularly;
 - those pupils with special/additional educational support needs.

 - the support, time and resources that will need to be made available to teachers and other staff to make any necessary preparations in respect of the above;
 - availability of appropriate personal protective equipment (PPE) and access to hot water and soap and arrangements for the regular cleaning of touch surfaces throughout the day.

- Review of the current risk assessments individual pupils may have
 - These may not be appropriate or may need extending to take account of the new situation relating to the change in the nature of the provision being made and the provisions of COVID-19 guidance.

Risk assessments of other pupils

- pupils who have not previously been risk assessed but in the new circumstances may pose a risk;
- pupils who need specific care, which cannot be delivered whilst ensuring social distancing;
- potentially violent pupils, especially those with a known risk of spitting and/or requiring physical restraint.

As required under health and safety legislation, all risk assessments should be subject to consultation with staff.

Review of the school's pupil behaviour policy to ensure that it covers COVID-19-related incidents

- Make provision for the school to be able to sanction, up to and including exclusion, pupils who wilfully refuse to adhere to arrangements of social distancing and deliberately cough or spit at pupils or staff, putting them at risk.

Assessment of the availability of school transport, including transport for pupils with special needs

- Assess the availability of transport and the arrangements being made by the transport providers for compliance with social distancing.

Review of the arrangements for routine maintenance of the premises

- Assess how this will be carried out while maintaining social distancing and consider minimising risk by limiting maintenance to regulatory requirements and emergencies.

I am satisfied that the actions within this checklist have been actioned and are sufficient to mitigate identified risks.

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Name:	
Signature:	
Date:	

PHASE 3 – September 2020

**Full School Opening – September 2020
Planning Tool to Support School Leaders**

In line with the Government Guidance there are certain controls which must be adhered to:

System of controls

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

Prevention:

- 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school**
- 2) clean hands thoroughly more often than usual**

- 3) ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach
- 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 5) minimise contact between individuals and maintain social distancing wherever possible
- 6) where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 to 4 must be in place in all schools, all the time.

Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 6 applies in specific circumstances.

Response to any infection

- 7) engage with the NHS Test and Trace process
- 8) manage confirmed cases of coronavirus (COVID-19) amongst the school community
- 9) contain any outbreak by following local health protection team advice

Numbers 7 to 9 must be followed in every case where they are relevant.

1. Consider: Premises	Government Guidance	School Specific Actions
1. Are you able to identify likely numbers of pupils returning?	We are asking schools to prepare for all pupils to return full time from the start of the autumn term, including those in school-based nurseries. Schools should not put in place rotas.	All children will be expected to return. Any children who do not attend will be subject to the normal school procedures, ie First Day Calling, etc. School refusers will be treated sympathetically and every effort will be made to ensure they attend school.
2. Consideration of children in alternative provision arrangements		This is not currently envisaged.
3. What physical changes and adaptations will leaders need to think	Consider how children and young people arrive at the education or childcare setting. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to	The protocol is to be updated and shared with stakeholders. A one way system to remain in place externally.

<p>about to ensure a safe entry and safe exit to the school for all?</p>	<p>keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time.</p>	<p>Appropriate signage will be updated and displayed. Staff will be visible and reinforcing protocols. Limit number of visitors/parents to school. On Thursday 3rd Sept. – Y1, 2, 3, 4, 5 & 6. There will be some staggered starts to allow for transition/induction in both nurseries and Reception as follows: Thursday 3rd & 4th Sept. – Nursery (2yr olds) and Reception will have separate Stay and Play sessions am and pm for their children/parents with very small groups 2yr olds (4), Rec.(6). Monday 7th Sept. -3 and 4yr old Nursery will have Stay & Play sessions for 1 hour per group (6) Tuesday 8th – Nursery 10 older children plus 6 new children. Wednesday 9th – 16 Nursery children plus 6 new children. Thursday 10th Sept. 22 Nursery children plus 6 new</p>
<p>4. Has the school site been measured to ascertain what the maximum safe capacity would be?</p>	<p>Organise classrooms and other learning environments for those groups, maintaining space between seats and desks where possible</p>	<p>All children will be in school and kept within class 'bubbles' where possible. Classes will be organised in line with the guidance.</p>
<p>5. Is there a plan to limit movement around the site to reduce risk?</p>		<p>One way system to be maintained in certain areas of the school (around internal courtyard). External classroom doors are to be used wherever possible (EYFS & Y4) to limit internal movement. Each class bubble to use designated toilet areas Appropriate signage displayed.</p>

<p>6. Has the capacity and availability of cleaning staff been considered to meet the increased need for cleanliness and hygiene of the premises?</p>	<p>Protective measures in education and childcare setting.</p> <p>The DfE guidance on Implementing Protective Measures in Education and Childcare Settings contains detailed advice for settings on:</p> <ul style="list-style-type: none"> • cleaning, including supplies of cleaning and handwashing products 	<p>All cleaning staff will be in school on their full hours. A protocol will be developed to ensure all relevant areas are cleaned more regularly (i.e. door handles, desks, etc). Cleaning sprays and cloths are available in all classrooms to promote regular cleaning as part of normal routine.</p> <p>Cleaning and handwashing products are available in school (with additional supplies being procured). Regular handwashing is in place – all classrooms have handwashing facilities and separate hand sanitising units.</p>
<p>7. How are leaders making sure the use of school space both inside and outside is used effectively to ensure the safety of all pupils and staff adhering to social distancing recommendations?</p>	<p>Minimise contact between individuals and maintain social distancing wherever possible Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</p> <p>The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in ‘bubbles’) and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:</p> <ul style="list-style-type: none"> - children’s ability to distance - the lay out of the school - the feasibility of keeping distinct groups separate while offering a broad curriculum) <p>It is likely that for younger children the emphasis will be on separating groups, and for 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>Staggered starts and finishes Staggered playtimes Playground areas have been allocated to each of the class bubbles at staggered times Staggered lunches – packed lunches to be delivered to classrooms (Reception, Y1 & 2) Yr 6,5,4 & 3 will have lunch in hall with 10 minute slot in between for cleaning purposes.</p> <p>Very limited movement around corridors (corridors will only be needed for children accessing toilets, IT Suite and Hall)</p>

<p>8. How will classes be set out to ensure all pupils can follow social distancing effectively?</p>	<p>How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:</p> <ul style="list-style-type: none"> • grouping children together • avoiding contact between groups • arranging classrooms with forward facing desks • staff maintaining distance from pupils and other staff as much as possible <p>For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces.</p>	<p>Desks will be positioned to promote social distancing Children will be encouraged to stay at their specified desk (with resources provided for them if required). Children will only be allowed to bring in Reading Book/bag (Reception & Y1), a packed lunch if required (plastic box), snack and PE kit (to be left in school).</p>
<p>9. How will accommodation and staffing be managed to accommodate the children of critical workers and vulnerable children alongside returning year groups?</p>		<p>Currently not applicable as all children will be expected to attend school</p>
<p>10. What about the public facing areas? – Will parents/other visitors be allowed in? Are staff behind screens? Can doors be opened without visitors needing to touch?</p>		<p>Appropriate communication via Facebook, the website and email to discourage parents from visiting school with additional queries. An appointment system will be used for visitors (wherever possible discussions will be held on the phone or via email) Admin staff are behind a glass screen. Only one visitor at a time will have access to the Foyer.</p>
<p>11. Will there be sanitisers at entry points?</p>		<p>Wall mounted sanitisers are available at main entrance points and in each classroom. Sanitiser table top dispensers are also available</p>

<p>12. Staff shared areas – will you limit access to staff room and shared kitchen facilities? Limit on staff meetings?</p>		<p>A limited number of staff will be permitted in the Staff Room and Community Room; the external courtyard will be additional spaces for staff to use. All staff will be required to wash, dry and put away any items of crockery/cutelry etc. Staff should not share resources i.e. stationery, ipads, etc Large staff meetings will be avoided (if possible). Dependent on the number of staff in the meeting the Hall may be utilised. Where possible communication will be made via electronic means – virtual meetings, emails, etc</p>
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2. Consider: Health and Safety	Government Guidance	School Specific Actions
<p>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 their health and safety risk assessments and draw up plans for the autumn term that address the risks identified using the system of controls set out below. These are an adapted form of the system of protective measures that will be familiar from the summer term.</p> <p>Essential measures include:</p> <ul style="list-style-type: none"> • a requirement that people who are ill stay at home • robust hand and respiratory hygiene • enhanced cleaning arrangements • active engagement with NHS Test and Trace • formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable 		

<p>1. How have leaders added to/adapted the health and safety policy and other associated policies to include aspects linked to COVID-19 management?</p>		<p>The Board's Health and Safety Advisor (Tracy Metcalfe – AVEC) is to provide each school with a Risk Assessment and Health and Safety documentation.</p>
<p>2. Have leaders considered what safeguarding provision is needed in school i.e. are leaders and staff aware of updated protocols and procedures and updated the safeguarding policy?</p>		<p>Addendum to the Safeguarding policy has been adopted and approved by the LGB. All staff are aware of this. All staff receive training regarding Safeguarding and a member of the Designated Safeguarding Team is available at all times.</p>
<p>3. What are the PPE needs for the staff at school? Consider contact and risk assess? What about impact on young/vulnerable children seeing staff in PPE?</p>	<p>The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:</p> <ul style="list-style-type: none"> • where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained • 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>The school has sourced the following items to support staff when required (i.e. intimate care needs, children who become ill): aprons, gloves, masks (disposable), Visors A protocol has been shared with staff stating when PPE should be worn. Staff should not wear any PPE when going about other school business.</p>
<p>4. Has consideration been given for cases of COVID-19 and what will happen following this? For example, deep clean, temporary halt to re-opening process.</p>	<p>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace. The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate. The health protection team will work with schools in this situation to guide them through the actions they need to take.</p>	<p>Follow advice in Government Guidance</p>

<p>5. How will you manage situation if a child begins to show signs or symptoms of Covid –19?</p>	<p>If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow 'stay at home: guidance, which sets out that they must self-isolate for at least 7 days and should arrange to have a test. Other members of their household should self-isolate for 14 days from when the symptomatic person first had symptoms.</p> <p>Schools must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team. Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> • <u>book a test</u> if they 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 • provide details of anyone they have been in close contact with if they were to test positive for coronavirus • <u>self-isolate</u> if they have been in close contact with someone who develops coronavirus symptoms or someone who tests positive for coronavirus • Anyone who displays symptoms of coronavirus (can and should get a test. 	<p>The child will be sent to the isolation area (HT's office or external courtyard) where a member of staff (in PPE) will supervise the child until they are collected.</p> <p>The parent/carer will be asked to get the child. tested and to adhered to the self-isolation protocols.</p> <p>To understand and disseminate the NHS Test and Trace process.</p> <p>Any room utilised (HT's Office) will be put out of action until thoroughly sanitised</p>
<p>6. How will parents drop off and collect pupils at the beginning and end of the school day? What will this look like in your school and how will the social distancing be implemented and supervised if necessary?</p>		<p>A protocol will be updated and shared with stakeholders.</p> <p>A one way system is in operation externally. Appropriate signage is displayed.</p> <p>Staff will be visible and reinforcing protocols.</p> <p>Only1 parent/carer may accompany their child/children.</p> <p>There will be staggered starts and ends to the school day.</p>

<p>7. Have leaders checked the building and grounds for health and safety issues? Are all 'normal' tasks being carried out/planned such as fire alarm testing, legionella risk assessments, repairs, grass cutting, servicing of equipment or PAT testing? Check if the boiler and heating, utilities, and internet services are working?</p>	<p>We do not consider it necessary for schools to make significant adaptations to their site to enable them to welcome all children back to school. It is important that, prior to reopening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe. Once the school is in operation, it is important to ensure good ventilation.</p>	<p>The caretaker is continuing to carry out all statutory facilities management tasks. External providers are continuing to carry out their checks/services (at suitable times, by appointment, adhering to safe distancing rules) Windows and internal doors are to remain open as much as possible to improve ventilation.</p>
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3. Consider: Governance	Government Guidance	School Specific Actions
<p>1. How are the Board and LGBs involved in the discussion and planning for the school re-opening?</p>		<p>The HT is in frequent contact with the Chair of the LGB. The Chair has had input into discussions and planning around full re-opening in September.</p>

<p>2. What are Directors and Governors able to do to support leaders during the various phases of re-opening? How will they assure themselves of the safety of pupils and staff? What will be their determining factors for making the decisions they need to make?</p>	<p>School employers should have active arrangements in place to monitor that the controls are:</p> <ul style="list-style-type: none"> • effective • working as planned • updated appropriately considering any issues identified and changes in public health advice 	<p>HT will continue to share plans with LGB for their perusal and be open to questions via email/telephone. Governors purchase Health & Safety Services from consultant, Tracey Metcalfe from Avec to support the HT. She has supplied in depth Risk Assessments. Governors will need to ensure that robust risk assessments and protocols are in place (and reviewed) to minimize risk and that staff have had time to process these.</p>
<p>3. How will leaders evaluate what is feasible to do and how will they effectively communicate to reassure parents/other stakeholders and communicate with the Trust, Diocese and LA?</p>		<p>HT's have liaised closely with each other and other heads to help formulate ideas of what is feasible within their own schools and within government guidelines/advice. They have liaised closely with their own SLT and staff, taken advice from HR and H&S consultants. Throughout the process, HT's have been in regular contact with the Diocese and LA. The Chair of the Trust and the Chair of our LGB have been in regular contact.</p>
<p>4. What are school leaders doing to ensure Directors and Governors are aware of what is happening and what input are Directors and Governors having in the decision-making process?</p>		<p>Members of the LGB have been sent updates by the Chair and the school since the beginning of lock down and this will continue. Decisions are made in consultation with the chair.</p>
<p>5. How will Directors and Governors evaluate the impact of their work to re-open the school? What ways can this be achieved?</p>		<p>Feedback from staff to indicate their confidence that their welfare and the children's has been prioritised and they have had the opportunity to input into operational plans with any queries/concerns answered. HT's have kept parents/carers informed of the reopening with specific measures to be put in place.</p>

<p>6. How are Directors and Governors ensuring they are providing support to leaders in this current situation, including considerations around safety, work-life balance and wellbeing?</p>		<p>Frequent liaison between HT and Chair. Governors very supportive of challenges – measured approach to full re-opening, delegate some decisions to the chair, reduce unnecessary meetings and reports. LGB have monitored Leadership, Health & Safety and Staff Well-being.</p>
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<p>4. Consider: Staff</p>	<p>Government Guidance</p>	<p>School Specific Actions</p>
<p>1. How are leaders going to communicate and consult with staff over</p>		<p>Staff to receive regular updates via emails/meetings. All staff have the opportunity to talk to a member of the SLT to discuss any plans or anxieties.</p>

<p>the re-opening plan for their school?</p>		<p>School is closed on 20th July, 1st and 2nd September for training. The 20th July and 1st September will be used to:</p> <ul style="list-style-type: none"> - Consolidate plans - Ensure teaching areas are ready for the children - Share new protocols - Risk management - Curriculum - Behaviour - Safeguarding
<p>2. What is the availability of current staff and what will need to be increased to accommodate increased demand? Need to consider those who might need to self-isolate/shield.</p>	<p>Shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding.</p> <p>Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. We expect this will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall.</p>	<p>A full audit of staff has been completed to ascertain who is available for work within the school building.</p> <p>Staff who are shielding – may return to work from August 1st, adhering to social distancing measures</p> <p>Staff who are highly vulnerable (with a letter from the doctor) – may return to work from August 1st.</p> <p>Staff who are vulnerable/ live with a vulnerable person – may return to work from August 1st</p> <p>All available staff will be required to come into school every day (in line with their working hours).</p> <p>PPA remains statutory – Adults may move between class bubbles</p>
<p>3. What minimum staffing will you require on a daily basis with the model of phased return?</p>	<p>Volunteers may be used to support the work of the school, as would usually be the case. It is important that they are properly supported and given appropriate roles.</p>	<p>All staff will be required to allow the school to function within the Government guidelines.</p> <p>At an appropriate time with the correct training volunteers may support th school.</p>
<p>4. What cover plans have been thought of should leaders/teachers have significant absence?</p>	<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.</p>	<p>The school avoids supply agencies wherever possible and has a high number of support staff who could cover where necessary.</p>

5. Consider: Pupils	Government Guidance	School Specific Actions
1. How could you adapt the timetable to allow for more socially distant activities (e.g. outdoor learning/use of hall?)		Where appropriate staff will be encouraged to use the outside areas within the school grounds. The Hall space may also be negotiated for use.
2. Do you have a full up-to-date list of all eligible key workers?		Not applicabe as all children are expected to return to school The Key Worker list will be kept on file if required for any local lockdowns.
3. What do leaders think will be more difficult or not possible to do in school due to social distancing rules?		Maintain social distancing, especially with younger children (the Government recognise that this is not possible). Maintaing social distancing for staff. Staffing absence (if there is a new outbreak or staff have to shield) Difficult to provide a choice of a hot meal on a daily basis.
4. What will be the provision of meals look like and how will arrangements be made to ensure social distancing?	We expect that kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals.	Full complement of kitchen staf (2). Catering manager to establish safe working conditions. Staggered lunchtimes. Packed lunches to be delivered to children in class (R, Y1, Y2) Hot meals initially for (Y3 & 4) and (5 & 6) in hall (staggered) but then reviewed with to possibly put on a rota basis. Teachers to supervise children eating in class. Support Staff to supervise lunch break.
5. Have leaders considered whether breakfast or after school can operate?	Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term. We recognise that schools may need to respond flexibly and build this up over time. Schools should carefully consider how they can make such provision work alongside their wider protective	A limited Breakfast Club will operate for existing key workers and this will be extended to cater for working parents on a strict request basis so we can monitor numbers.

	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.	After school clubs will not take place for 2 weeks initially but may begin to operate on a limited basis as the term progresses (due to class bubbles needing to be kept apart).
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6. Consider: The curriculum and learning	Government Guidance	School Specific Actions
<p>1. In the circumstances where children are not attending school, how will leaders continue educating their pupils?</p>	<p>For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). (see section on remote education support). In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.</p> <p>Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September.</p>	<p>We will continue with the provision that is in place i.e.:</p> <p>On line reading (Rec. to Y6) On line maths (Mathletics & TTR) from Y1 to 6 On line Purple Mash with facility to set tasks and email children.</p> <p>We will add to our provision by developing a contingency plan, which covers all elements expected in the guidance:</p> <ul style="list-style-type: none"> - use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations - give access to high quality remote education resources - select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use - provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access - recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should

		<p>work with families to deliver a broad and ambitious curriculum.</p> <p>When teaching pupils remotely, we will cover all elements expected in the guidance:</p> <ul style="list-style-type: none"> - set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects - 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 - provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos - 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 - 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 - plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers <p>We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents's help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.</p>
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<p>2. What changes will need to be made to behaviour policies to reflect the new rules and routines necessary to reduce risk in your setting?</p>	<p>Clean hands thoroughly more often than usual Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools 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. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach The 'catch it, bin it, kill it' approach continues to be very</p>	<p>New behaviour protocols will be reinforced:</p> <ul style="list-style-type: none"> - Social distancing - Movement around the school - Hand washing - Respiratory Hygiene
<p>3. What are reasonable expectations for the curriculum in the current circumstances and how will these be developed as the school moves through the phases of re-opening?</p>	<p>The key principles that underpin our advice on curriculum planning are:</p> <ul style="list-style-type: none"> - education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. - the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. - remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed. <p>Informed by these principles, DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021: Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content.</p>	<p>Teachers may adapt their teaching to ensure they provide the best experience and opportunities suited to the children's needs.</p> <p>Teachers to:</p> <ul style="list-style-type: none"> - Re-engage pupils with the process of learning - PSHE curriculum covered to ensure pupil's mental health and well-being - Assess and rebuild Literacy and Numeracy skills - Consider outdoor learning
<p>4. How are leaders looking at the development of the curriculum for 2020/2021?</p>	<p>Aim to return to the school's normal curriculum in all subjects by summer term 2021. Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021. Plan on the basis of the educational needs of pupils</p>	<p>Introduce a 'Recovery Curriculum' with a focus on re-establishing school routines, learning behaviours and high expectations with a greater emphasis on supporting children's mental health and pastoral needs. Staff will use ongoing assessment and assessment information gathered from Easter to</p>

	<p>Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.</p> <p>Develop remote education so that it is integrated into school curriculum planning</p> <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>For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For pupils in Reception Year, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary.</p> <p>For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, PE/sport, RE and RHE.</p> <p>Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:</p> <ul style="list-style-type: none"> support the rebuilding of friendships and social engagement address and equip pupils to respond to issues linked to coronavirus (COVID-19) support pupils with approaches to improving their physical and mental wellbeing <p>Catch up support</p>	<p>address learning gaps, particularly in maths and English. Some subjects will need subsidiary units built in to address aspects from the previous year which weren't covered but are necessary for continuity and progression of the subject e.g. science and some aspects of history and geography. Others may need extra lessons built in to recap/recall previous learning or provide essential information necessary before moving on.</p>
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	We have announced a package worth £1 billion to ensure that schools have the resources they need to help all pupils make up for lost teaching time, with extra support for those who need it most.	
5. How will leaders ensure support is available for vulnerable and/or disadvantaged children and put in place provision for the return of pupils with special educational needs and disabilities (SEND)?		SENCOs to liaise with SEN casework team to identify what provision can be reasonably provided for in line with education, health and care (EHC) plans. SENCOs to continue to liaise weekly with parents of EHCP children who have not returned to school due to medical needs.
6. How will leaders maintain attendance records?	<p>School attendance will be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:</p> <ul style="list-style-type: none"> - parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age; - schools' responsibilities to record attendance and follow up absence - the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct <p>We are asking schools to work with families to secure regular school attendance from the start of term as this will be essential to help pupils catch up on missed education, make progress and promote their wellbeing and wider development.</p> <p>We are asking schools and local authorities to:</p> <ul style="list-style-type: none"> - communicate clear and consistent expectations around school attendance to families (and any other professionals who work with the family where appropriate) throughout the summer ahead of the new school year - identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This should include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic - use the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and 	<p>Attendance will be recorded in the usual manner</p> <ul style="list-style-type: none"> - Complete attendance registers in school <p>All children will be supported, through a range of measures, to attend.</p>

	<p>resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance</p> <ul style="list-style-type: none"> - work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance. 	
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7. Consider: Communication with parents	Government Guidance	School Specific Actions
1. How will leaders communicate with parents during the various phases of re-opening?		Facebook, Parent Pay text, telephone and Website Periodically letters may be sent to children's homes.
2. How will leaders manage the different perspectives of parents feeling fearful of sending their child to school and those who are worried about their child falling behind?		SLT will be able to have discussions with parents and address any anxieties and queries (ideally via telephone calls). Teachers will be available at the end of the day to communicate with parents (ideally via telephone calls). The Family Liason Officer and Educaton Welfare Officer will be able to communicate wih parents (ideally via telephone calls).
3. What on-going weekly/regular communication could be used		The Website and Facebook

to ensure parents are kept well-informed?		
4. How involved are Governors in communicating with parents and the school's community?		HT liaises with Chair; some letters to parents include governor involvement.

8. Consider: LA/Trust/Diocese/RSC	Government Guidance	School Specific Actions
1. What support will leaders require from Trust/Diocese/LA throughout each phase?		<p>On-going support from the Trust:</p> <ul style="list-style-type: none"> - Regular discussions with Chairs of LGB/Trust - Regular discussions between head teachers <p>On-going support from the Diocese:</p> <ul style="list-style-type: none"> - Regular phone calls - Regular email updates - Contact details for asking queries or seeking clarification <p>On-going support from LA</p> <ul style="list-style-type: none"> - Regular email updates

9. Consider: Transition	Government Guidance	School Specific Actions
1. How will leaders contact and support transition of new children of all phases for September 2020 – and will leaders consider changing induction arrangements?		Admin to liaise with all new parents and distribute appropriate paperwork electronically or paper copies may be sent with children in school or in the post. A telephone conversation with SLT or appropriate class teacher to address any anxieties from parents or children.
2. How will leaders contact and support transition of new early years children for September 2020		EYFS Lead will coordinate this process. All information to be shared with prospective new parents electronically. Telephone discussions between parents and EYFS lead. Transition activity packs to be distributed to all Reception and Nursery starters in July.
3. Have leaders ensured that pupils' transition from primary to secondary provision is considered and how this will be communicated with the appropriate settings?		A new transition protocol devised by the LA was followed. This was a challenging task for Year 6 teachers and needs to be evaluated for next year. Year 6 teachers and SENCOs (where applicable) have spoken to the relevant staff at receiving schools – all children have been discussed.

Proposed Staffing Organisation from September 2020

Staff	Year Group	Autumn	Spring	Summer
Mrs Raine (HLTA)	2yr Nursery	12	TBC	TBC
Mrs Lambert (EYFS Lead)	3/ 4yr Nursery	28	TBC	TBC
Miss Tricker	Reception	30		
Mrs McAdam	Y1	30		
Mr Goldsbrough	Y2	30		
Miss Currington	Y3	30		
Miss Meehan	Y4	30		
Miss Humphrey/Mrs Brown	Y5	30		
Mr Ramsay	Y6	28		

COVID-19 Full Opening Organisational Plan

Room		Staff	Rationale
Nursery (2yr old)	Nursery Children	Mrs Raine Miss Hodgson Mrs Tooth	<ul style="list-style-type: none"> • Own entrances • Own toilets • Access to own outdoor area • Staff have access to a phones for communication with office
Nursery (3&4 yr old)		Mrs Lambert Mrs Hay	
Reception	Reception Children	Miss Tricker Mrs Matkowski	<ul style="list-style-type: none"> • Own entrance • Class toilets • Access to own outdoor area
All other classrooms	Year 1 –Year 6 children	Class teachers	<ul style="list-style-type: none"> • Own entrance for KS 1, 2 & Y4 • Allocated toilets • Access to Yard • Staff to use personal mobile phones, in an emergency, for communication with school office. Mobiles only to be used for this purpose.