



Covid 19 Risk Assessment to support return of all year groups in September 2020

Date completed: 13 July 2020. Updated: 30 August 2020.

Reviewed by Local Governance Committee: XXXX

Reviewed by Trustees: XXXX

Government guidance source:




- **Guidance for full opening – schools. Published 2 July 2020.** <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Government statements from guidance:

- 'It is our plan that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term'
- 'Schools should undertake a coronavirus (COVID-19) risk assessment by considering the measures in this guidance to inform their decisions and control measures.'
- 'If schools follow the guidance set out here, they can be confident they are managing risk effectively'

This risk assessment has been designed by Spaxton Primary School and is based on the 5 areas identified in the guidance:

1. Public health advice
2. School operations
3. Curriculum, behaviour and pastoral support
4. Assessment and accountability
5. Contingency planning to provide continuity of education in the case of a local outbreak

	Risk not mitigated - unable to follow guidance or implement adequate controls
	Risk partially mitigated – some actions outstanding
	Risk mitigated – adequate controls in place and guidance followed

	Risk	Risk/Guidance Requirements	Controls/procedures in place	Actions remaining	Person leading	Status
1. Public health advice						
1.1	Children, parents and staff's emotional health and wellbeing is at risk as a result of Covid 19 Contact during Emergency evacuation	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	<ul style="list-style-type: none"> • Full premises check (list created) to be completed prior to open – compliance checks, water supplies • New risk assessment to be put on the school website and to be reviewed on a fortnightly basis by Head of School and Chair of Governors and half termly by Local Governance Committee • Fire safety policy to be updated and new evacuation procedure shared with staff and children 	<ul style="list-style-type: none"> • Address H&S concerns relating to kitchen (LC, KC, BC) • Share risk assessment with staff and local governors prior to putting on school website • Fire drill to be arranged for first week • Covid-19 Cleaning in non-health care settings outside the home – document to be shared with BC 	KC/RR	
1.2	Contact with someone suffering from coronavirus	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	<ul style="list-style-type: none"> • Parents to be reminded of standard national advice regarding symptoms to look out for and to follow the https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection guidance. • If child's test is positive, they must remain in isolation for 7 days and the rest of the household in isolation for 10 days. Return if no other 		RR	

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			<p>symptoms are evident.</p> <ul style="list-style-type: none"> The staff will be informed in the case that a child or staff member goes home with COVID19 symptoms Staff will be informed promptly and urgently if there is a potential outbreak 			
1.3	Spreading coronavirus through touch	Clean hands thoroughly more often than usual	<ul style="list-style-type: none"> Routines built into daily timetables Staff to be reminded about strategies for training children in handwashing clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing ensure that help is available for children and young people who have trouble cleaning their hands independently consider how to encourage young children to learn and practise these habits through games, songs and repetition 	<ul style="list-style-type: none"> More sanitising stations to be purchased 	RR	
1.4		Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach	<ul style="list-style-type: none"> Daily reminders to children at start of day – 20 second routines and thorough drying Children are encouraged not to touch their mouth, eyes and nose Public Health England posters to be displayed in prominent places 	<ul style="list-style-type: none"> Order more posters (LC) – Public Health England 	RR	

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			<ul style="list-style-type: none"> Noting that some children and young people will need additional support to follow these measures (for example, routes marked with meaningful symbols, and social stories to support them in understanding how to follow rules) Closed bins to be emptied at intervals during the day 			
1.5		Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach	<ul style="list-style-type: none"> Current daily cleaning routines to continue Children to wipe down learning surfaces Classrooms to be cleaned during break and lunchtimes (Toys, books, desks, chairs, doors, sinks, toilets, light switches door handles) Clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal Ensure that bins for tissues are emptied throughout the day 2 two-hour cleaning shifts during the day at and between break times and lunchtimes as well as after 	<ul style="list-style-type: none"> Barry and Shirley to be briefed (KC) 	RR	

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			<p>school and pre-school opening</p> <ul style="list-style-type: none"> • Phones to be wiped before handing over between adults • Deep clean during the summer holidays • All classrooms provided with a closed bin • PPE to be provided for all cleaners • Regular monitoring of stocks of PPE and cleaning resources • Thorough check completed before children return and daily monitoring log to be completed with clear responsibilities for completion • Issue staff with sanitisers, gloves, bacterial spray and/or wipes • Place sanitisers and bacterial spray around the school ensuring they are assessable to all staff • Use of IPADS/Chromebooks – use of wipes and anti-bacterial spray and hand washing • Isolation area to be identified – with ventilation and allowing for social distancing 			
1.6	Spreading infection due to excessive contact	Minimise contact between individuals and maintain social distancing wherever possible. Consider the following:				

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	and mixing between pupils and staff in lessons					
1.6.1	Avoiding transmission during the arrival and departure of students	- how to group children	<ul style="list-style-type: none"> Children to be taught in normal class groups acting as 'bubbles' with no mixing of groups – maximum size 30 where possible Doors in classrooms can be used now as entrances and exits. Entrance and exit signed into/out of classrooms to be removed There will be no assemblies Collective worship will be delivered daily in classroom by the teacher and HOS 	<ul style="list-style-type: none"> All areas to be checked during the summer break and fully prepared for 7/9/20 	RR	
1.6.2		- measures in the classroom	<ul style="list-style-type: none"> Children are not required to socially distance in class, but will be seated two to a desk facing forwards except in Class 1 Teachers must stay 2m where possible from children and other adults and teach from the front The classrooms will be adapted and furniture removed in order to increase the distance between staff and pupils and between staff Teachers and support staff should remain with 'bubbles' as much as possible and the 			

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			<p>school should restrict working across groups except for breakfast and after school clubs and where staffing arrangements require a teacher or a member of support staff to work with and their group.</p> <ul style="list-style-type: none"> • Children must limit what is brought in to a minimum – snacks, labelled water bottles, hat, coat and bag. Stationery will be provided in school • Children must not leave seats without permission • Intervention will have to be delivered at a distance • Group interventions will take place in an identified area where the Teacher/TA must maintain a distance from the children. The area will be included in the cleaning programme. Staff must wash hands between groups • Adult close contact with children to be minimised. Logged if over 15 minutes to assist NHS Track and Trace should the need arise • Children with low levels of engagement to be seated near the front • Children use doors which give 			

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			<p>closest access to back/front rows in order to ease movements and avoid children having to pass each other</p> <ul style="list-style-type: none"> • Declutter classrooms of unnecessary items and any soft items that cannot be cleaned • Remove unnecessary items from classrooms and where there is space to store it elsewhere • Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) • Prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently • Each child to have own or allocated resources – kept on individual table – pencils and crayons etc. 			
1.6.3		<ul style="list-style-type: none"> • measures elsewhere including use of outdoor space 	<ul style="list-style-type: none"> • Children in dedicated groups, classrooms and play areas (rota for bark area) • Break times and lunchtimes will all be staggered • Staff room to be used by a maximum of 3 colleagues 		RR	

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			<p>with windows open</p> <ul style="list-style-type: none"> • Outdoor areas 'zoned' for different groups with allocated play, PE equipment and toys • Office/staff/HOS communicate via walkie-talkies • Furniture in offices to be removed where necessary to ensure safe practice can be followed • Good standards of hygiene to be maintained when using communal equipment e.g. kettles • If play equipment is used by more than one group, it should be left unused and out of reach for 48 hours (72 if possible) between use by different bubbles • Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units • Ensuring that toilets do not become crowded by limiting the number of children who use the toilet facilities at one time • Only one child to use sink at any one time 			

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			<ul style="list-style-type: none"> • Only one person in photocopier area at any one time • Outdoor equipment should not be used unless it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously. Read COVID-19: cleaning of non-healthcare settings • Children stay in designated areas • Water fountain not in use • Toys, PE and playground equipment to be cleaned twice daily • Screen in place at reception with receptionist restricting access to the school and avoiding direct contact • Remove and or mark chairs in social areas to prevent staff sitting too closely 			
1.6.4		<ul style="list-style-type: none"> • measures for arriving and leaving school 	<ul style="list-style-type: none"> • One-way system to continue through main path areas. Parents and children should respect the one-way system • Current staggered arrival and departure times to continue • Parents should not congregate outside the school and respect social distancing 		RR	

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			<ul style="list-style-type: none"> • Staff cars parked by 8.30 in school car park • 1 parent only to escort child to and from school site • Parents do not enter the building. • Parents and children greeted by the allocated teacher and TA 			
1.6.5		<ul style="list-style-type: none"> • Measure for dealing with a child who is feeling unwell 	<ul style="list-style-type: none"> • Increase visible signage and reminders across the school site • Any child who has a temperature continuous cough will be sent home and must self-isolate for 14 days (siblings also) • If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. • If they need to go to the toilet while waiting to be collected, they should use a separate 		RR	

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			<p>toilet if possible. The toilet should be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <ul style="list-style-type: none"> • PPE should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). • Separate toilet for isolation area to be identified and cleaned after use 			
1.6.6		<ul style="list-style-type: none"> • other considerations 	<ul style="list-style-type: none"> • Staff morning briefing in classroom at 8.40am in decking area and after school at 3.30pm – to be kept under review • Pupils and teachers can take books home but unnecessary sharing of resources to be avoided • Lunches to be eaten outside weather permitting • PPE equipment available for use if social distancing cannot be achieved • Clear advice given to parents if child or family member experiences symptoms • All staff to have parent 		RR	

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			contact details <ul style="list-style-type: none"> • Allocated cleaner to be on hand • Pupil and teachers can take book have but unnecessary sharing of resources to be advised • Visitors limited to essential services contractors <ul style="list-style-type: none"> • Visitors and contractors should visit out of school hours if possible. • All visitors sign in and ID requested • All visitors to use hand sanitisers before entry and briefed on social distancing guidelines • Pupils and staff must not come to school if they have symptoms and must be sent home to self-isolate 			
1.7		Where necessary, wear appropriate personal protective equipment (PPE)	<ul style="list-style-type: none"> • School is stocked with PPE equipment including a thermometer for first aid use • For full use for children who are unwell and waiting to go home and for close personal contact with pupils who are not able to control behaviour such as spitting, cough or sneezing or whose behaviour needs to be physically managed 	<ul style="list-style-type: none"> • PPE stocks to be replenished for September 2020 	RR	

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			<ul style="list-style-type: none"> For intimate care 			
1.8	Risk of Infections spreading	Engage with the NHS Test and Trace process	<ul style="list-style-type: none"> Log kept of incidents such as: <ol style="list-style-type: none"> Staffing spending longer than 15 minutes within 1 metre of a child Accidental face to face conversation Skin to skin contact If someone is coughed or sneezed on Where a child or staff member is taken ill with COVID-19 symptoms a test should be booked. This can be booked immediately by Julie North at Haygrove school Testing kits to be given to parents for children and to staff should they get symptoms 		RR	
1.9	Spreading infection due to excessive contact and mixing between pupils and staff around and outside of the school	Manage confirmed cases of coronavirus (COVID-19) amongst the school community	<ul style="list-style-type: none"> Follow guidance of local health team HOS/Chair of Governors to keep parents informed promptly of developments 	<ul style="list-style-type: none"> Contingency/decision plan to be development regarding lockdown/procedures for closure/partial closure 	RR	
1.10		Contain any outbreak by following local health protection team advice	<ul style="list-style-type: none"> See 1.6 Follow guidance of local health team 		RR	
2. School Operations						

	Risk	Risk/Guidance Requirements	Controls/procedures in place	Actions remaining	Person leading	Status
2.1	Transfer of virus through transport	Transport: <ul style="list-style-type: none"> Dedicated school transport considerations Wider school transport considerations 	<ul style="list-style-type: none"> Encourage parents and children to walk or cycle to their education setting where possible 		RR	
2.2	Risk of poor attendance due to continued parental/student anxiety	Attendance: <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 	<ul style="list-style-type: none"> Clear expectations conveyed to parents (including new parents) at the end of the summer term parents to communicate with school priori to September regarding any anxieties about the return, so that planning can take place, reassurance by given and if necessary an initial flexible approach which enables the child to achieve full attendance swiftly and with support Parents to be made aware of date of return. Arrangements for drop off and collection, class teacher and classroom details of the school day, precautions, contact requirements and procedures if child becomes unwell, protocols for minimising adult contact Regular attendance reminders School to follow up absence School to communicate all 	<ul style="list-style-type: none"> Parents to be informed before end of the summer term 	RR	

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			<p>safety measures and routines to reassure and decrease anxiety</p> <ul style="list-style-type: none"> New guidance in KCSIE (2020) communicates clearly about denying a child an education can trigger safeguarding procedures 			
2.3	Children, parents and staff's emotional health and wellbeing is at risk as a result of Covid 19	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> List of children created at the end of the summer term following phone calls to parents. Conversations with parents at the end of the summer term and during summer break about any anxieties 		RR	
2.4		<ul style="list-style-type: none"> use the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance 	<ul style="list-style-type: none"> Extra hours allocated to pastoral support 	<ul style="list-style-type: none"> Awaiting details of how to access funding, timescales etc. 	RR	
2.5		<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 	<ul style="list-style-type: none"> Close liaison with PFSA and social workers for vulnerable children 		RR	

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2.6	Risk to vulnerable staff attending school	<p>School Workforce:</p> <ul style="list-style-type: none"> Clinically extremely vulnerable: School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing. If people with significant risk factors are concerned, we recommend schools discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate. 	<ul style="list-style-type: none"> Risk assessment for one colleague who is 'clinically vulnerable'. Concerns discussed – review to take place during the summer break in readiness for the start of the autumn term Continue to follow HR advice 		RR	
2.7	Staff's emotional health and wellbeing is at risk as a result of Covid 19	<p>Supporting staff:</p> <ul style="list-style-type: none"> Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process. 	<ul style="list-style-type: none"> Teachers to receive some cover at lunchtimes to enable them to take a lunch break. This will be a staggered arrangement. All colleagues to receive risk/operational plan – opportunity to discuss and ask questions on INSET day 3/9/20. Local Governors to monitor the Risk Assessment Plan Staff reminded of sources of external support for wellbeing – Care first NQT to receive additional support in order to address 		RR	

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			<p>any gaps in training as a result of COVID19</p> <ul style="list-style-type: none"> • All staff consulted on the preparation of the plan for full return to work • Weekly staff and child surveys to take place • Daily briefings to take place during first half term • PPA will be schedule at times when children are undertaking supervised activity with other specialist teachers or support staff e.g. PE lessons with a specialist sports coach (with the coach remaining distanced from the group); class based assemblies led by HOS, Rev Eleanor, supervised by TAs. • NQT will need extra support after missing half of training year. Gaps in professional knowledge to be identified – additional training to be arranged • Staff meetings will take place outdoors weather permitting or remotely to ensure distancing. The focus of meetings will be <ul style="list-style-type: none"> • Collective wellbeing including regular reviews of school H&S 			

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			routines <ul style="list-style-type: none"> • Sharing information about children • Curriculum/T&L 			
2.8	Insufficient staff to cover key times of the day i.e., pre/post school, break and lunchtimes	Staff deployment: <ul style="list-style-type: none"> • Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. Managers should discuss and agree any changes to staff roles with individuals 	<ul style="list-style-type: none"> • Increased focus on cleaning and hygiene and pastoral support reflected in new working routines for support staff • Half termly review of effectiveness of staff roles and responsibilities • Staff involved in the planning and implementation of this plan 	<ul style="list-style-type: none"> • Job descriptions to be updated 	RR	
2.9	Virus entering the premises	Deploying support staff and accommodating visiting specialists <ul style="list-style-type: none"> • Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups. • When deploying support staff flexibly it is important that headteachers consider regulated activity and ensure only those who have the appropriate checks are allowed to engage in regulated activity 	<ul style="list-style-type: none"> • Extra hours to be allocated for emotional health and wellbeing support • Intervention planning to inform support staff deployment 		RR	
2.10	Transmission by visitors to the	Recruitment <ul style="list-style-type: none"> • Recruitment should continue as 			RR	

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	school	usual				
2.11	Transmission by visitors to the school	<p>Supply teachers and other temporary or peripatetic teachers</p> <ul style="list-style-type: none"> Schools can continue to engage supply teachers and other supply staff during this period 	<ul style="list-style-type: none"> Procoaching to deliver PE to separate classes No singing while restrictions are in place. Instrumental tuition will operate subject to strict H&S controls and dependent upon availability of appropriate space See 3.7 for Multi Sports arrangements HOS must ensure that all peripatetic teachers are aware of schools precautionary measures. They must maintain as much distance as possible from other staff Specialists, therapists and other support staff or children with SEND should provide interventions as usual Peripatetic teachers can use The Space but must take responsibility for sanitising keyboards etc. between use and strict hand washing routines. The Space must be cleaned twice a day once in regular use Forward facing side by side for all activities 	<ul style="list-style-type: none"> LC to contact music tutors 	RR	
2.12	Transmission by visitors to the	Expectation and deployment of ITT trainees		<ul style="list-style-type: none"> KC to find out if Spaxton is to receive 	RR	

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	school	<ul style="list-style-type: none"> We strongly encourage schools to consider hosting ITT trainees 		any students		
2.13	Not enough staff to facilitate learning	<p>Staff taking leave</p> <ul style="list-style-type: none"> As would usually be the case, staff will need to be available to work in school from the start of the autumn term. We recommend 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 member of staff having to quarantine during term time, school leaders should consider if it is possible to temporarily amend working arrangements to enable them to work from home 	<ul style="list-style-type: none"> All staff should seek HR advice before booking a new trip abroad to a country which is still imposing quarantine conditions and/or is still subject to UK quarantine restrictions on return HOS to provide guidance about the implications of travelling abroad in the latter part of the summer break according with HR advice 		RR	
2.14	Contact with someone suffering from coronavirus	<p>Other support</p> <ul style="list-style-type: none"> Volunteers may be used to support the work of the school, as would usually be the case 	<ul style="list-style-type: none"> Full premises check to be carried out prior to autumn term including tap run through for legionella testing 		RR	
2.15	Transmission by visitors to the school	<p>Safeguarding</p> <ul style="list-style-type: none"> Schools should consider revising their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and 	<ul style="list-style-type: none"> Safeguarding policy being updated appropriately Staff to be briefed during INSET day 3/9/20 on latest national guidance (Keeping Children Safe in England) Trust support for new headteacher in delivering the role of Designated Safeguarding Lead – time to be allocated for meetings 	<ul style="list-style-type: none"> Fortnightly safeguarding meetings set up with Haygrove DSL Trust to provide training for online learning safety (BBC website Own It, Safe to Net) 	RR (GW/LG – Haygrove)	

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		welfare concerns and the handling of referrals to children’s social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.	<ul style="list-style-type: none"> • Risk assessments created/updated for vulnerable children • Inform LA of DSL arrangements • School nurses to be contacted where necessary for safeguarding and supporting wellbeing • Children and families to receive guidance regarding online learning 			
2.16	Spreading infection due to excessive contact and mixing between pupils and staff around and outside of the school	Catering <ul style="list-style-type: none"> • We expect that kitchens will be fully open from the start of the autumn term • School kitchens can continue to operate, but must comply with the Guidance for Food Businesses - https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19 	<ul style="list-style-type: none"> • Kitchen not open until completely prepared for normal operation • Dinky Meals to deliver packed lunches 	<ul style="list-style-type: none"> • Compliance actions identified in audit to be addressed • Kitchen and servery to be deep cleaned 	RR	
2.17	Spreading infection due to the school environment	Estates <ul style="list-style-type: none"> • 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 			RR	

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		<ul style="list-style-type: none"> Once the school is in operation, it is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak. 				
2.18	Spreading infection due to excessive contact and mixing between students	<p>Educational visits</p> <ul style="list-style-type: none"> We continue to advise against domestic (UK) overnight and overseas educational visits at this stage see coronavirus: travel guidance for educational settings. 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. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the health and safety guidance on educational visits when considering visits. 	<ul style="list-style-type: none"> Depending upon local and national developments, no visits and extra-curricular visits to be scheduled during the first half-term e.g. family church services, swimming. To resume from November if possible. No residentials Thorough risk assessments 		RR	
2.19	Spreading infection due to excessive contact and mixing between students	<p>School uniform</p> <ul style="list-style-type: none"> It is for the governing body of a school to make decisions regarding school uniform. We would, however, encourage all 	<ul style="list-style-type: none"> School uniform is to be worn, following the uniform code which is on the school website Parents are expected to 		RR	

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	and staff	<p>schools to return to their usual uniform policies in the autumn term.</p> <ul style="list-style-type: none"> Schools should consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures 	<p>inform the school if they are unable to obtain any item from the suppliers of if there is a delay</p> <ul style="list-style-type: none"> Parental difficulties to be dealt with sensitivity and assistance provided where appropriate 			
2.20	Spreading infection due to excessive contact and mixing between students	<p>Extra-curricular provision</p> <ul style="list-style-type: none"> Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups. Schools can consult the guidance produced for summer holiday childcare, available at Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible. 	<ul style="list-style-type: none"> Breakfast and afterschool clubs to start in the first full week of term. Parents must book a week ahead and a register will be kept Children must bring their own snacks for breakfast and after school clubs Breakfast and after school clubs will take place in the hall. The hall will be cleaned twice daily No contact sports until further notice The kitchen and servery will not be used at the start of term After school sports sessions will operate outside weather permitting and when necessary in the hall 		RR	

	Risk	Risk/Guidance Requirements	Controls/procedures in place	Actions remaining	Person leading	Status
3. Curriculum, behaviour and pastoral support						
3.1		<p>The key principles that underpin 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. 				
3.2		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	<ul style="list-style-type: none"> School timetable to be adapted to meet staggered timings and to maximise learning Wellbeing to be prioritised Sensitive use of diagnostic testing to establish starting points – moderation to operate in conjunction with Stogursey School 		RR	
3.3		Aim to return to the school's normal curriculum in all subjects by summer term 2021.	<ul style="list-style-type: none"> No narrowing of the curriculum 		RR	
3.4		Plan on the basis of the educational needs of pupils	<ul style="list-style-type: none"> No narrowing except for exceptional cases 		RR	
3.5		Develop remote education so that it is integrated into school curriculum planning	<ul style="list-style-type: none"> Class Dojo to be used to communicate learning programmes, progress and achievement Technology to be reviewed and updated Video lessons to be developed Parents consulted 	<ul style="list-style-type: none"> Collect parental views Purchase Chrome books 	RR	
3.6		For pupils in key stages 1 and 2, school leaders are expected to prioritise	<ul style="list-style-type: none"> New daily timetable created to enable flexibility and 		RR	

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		<p>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>greater focus on Reading, SPAG, Writing, and Maths initially than a wider curriculum</p> <ul style="list-style-type: none"> • Reading levels to be benchmarked • Written task during first week • Cohort needs to be identified in early stage of term – crucial knowledge and skills to be given priority ‘Basic skills’ SPAG, Arithmetic and Reading • Relationship and health education and is compulsory from September 2020 – schools are expected to start teaching by at least the start of the summer term 2021 • The school will explore the option of becoming an early adapter of the new EYFS curriculum • NFER testing to take place to identify gaps in learning, being mindful of levels of key knowledge and skills and provide a baseline emotional health and wellbeing • KS1 to have a Phonics assessment, so that teaching and appropriate intervention can be implemented as soon as possible. E.g. boost specific phonic graphemes – 5 days 			

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			and the review <ul style="list-style-type: none"> Year 2 Phonics to be taught in Year 3 Personalised Action Plans to be created for children who did not reach ELG in reception and Yr. 1/2 who did not meet phonics standards in 2019 Re-establish reading at home expectations with parents and children 			
3.7	Spreading infection due to excessive contact and mixing between pupils and staff in lessons	Physical activity in schools <ul style="list-style-type: none"> Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. 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 	<ul style="list-style-type: none"> Procoaching to deliver pm sessions – Tue/Wed. Social distancing to be maintained. PE may be cancelled if it is raining Multi Sports to take place on Tuesday (Kingfisher class) Wednesday (Peregrine class) afternoons from the 14th September – on the playground or in the hall during poor weather Children to play in bark area but only in classes without mixing – weekly rota to operate Active recreation times to be planned (Active 15) Equipment to be allocated to a bubble and cleaned before further use 		RR	
3.8		Catch-up support <ul style="list-style-type: none"> Whilst headteachers will decide how 	<ul style="list-style-type: none"> Catch up support to be accessed to fund staffing and 	<ul style="list-style-type: none"> Awaiting details for accessing the funding 	RR	

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		the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools - https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/ . For pupils with complex needs, we strongly encourage schools to spend this funding on catch-up support to address their individual needs.	resources for extra intervention and individual tutoring where appropriate	<ul style="list-style-type: none"> Create a plan for effective use of funding (RHE) 		
3.9		<p>Pupil wellbeing and support</p> <ul style="list-style-type: none"> The Department for Education, Public Health England and NHS England are hosting a free webinar for school and college staff on 9 July to set out how to support returning pupils and students, and a recording will be available to access online afterwards - see https://www.gov.uk/guidance/supporting-pupils-wellbeing for further details. The Whole School SEND consortium will be delivering some training and how-tos for mainstream school teachers (including free insets and webinars) on supporting pupils with SEND to return to their mainstream school after the long absence, and on transition to other settings. Details of future training sessions are held on the events page of the SEND Gateway - https://www.sendgateway.org.uk/training-events.html. DfE has also published the first of the relationship, sex and health education training modules for teachers to support them in preparation to deliver content on mental health and wellbeing. The training module on teaching about mental wellbeing, which has been developed with clinical experts and schools, will improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom 				
3.10		<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) 	<ul style="list-style-type: none"> Parents to be surveyed each half term checking parents' perceptions of child's emotional health and engagement with education Daily check in by teachers/TAs with children during first slot of the morning INSET Days 3/9/20 and 4/9/20 		RR	

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		<ul style="list-style-type: none"> support pupils with approaches to improving their physical and mental wellbeing 	<ul style="list-style-type: none"> staff to be trained in strategies for 'recovery' teaching and improving outcomes Staff to be encouraged to respond to what the children have learnt and to establish what has been forgotten, chunking the learning and building stamina and resilience, positive attitudes and pride in work Extra ELSA time to be allocated using the governments catch-up funding 			
3.11		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. 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.	<ul style="list-style-type: none"> Extra hours to be allocated for supporting emotional, health and wellbeing – funding through 'catch up' funding Children identified for potential support Resources shared for dealing with children's anxieties – staff to be briefed on INSET day 3/9/20 	<ul style="list-style-type: none"> KC to explore funding criteria and access KC, BS, JM to contact parents during holiday 	RR	
3.12		Schools should consider how they are working with school nursing services to support the health and wellbeing of their pupils; school nursing services have continued to offer support as pupils return to school	<ul style="list-style-type: none"> Invite school nurses in to talk to children about mental health 	<ul style="list-style-type: none"> Contact to be made 	RR	
3.13	Student behaviour	Behaviour expectations	<ul style="list-style-type: none"> Collective worship sessions 	<ul style="list-style-type: none"> KC to contact Rev 	RR	

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	puts people at risk	<ul style="list-style-type: none"> Schools should consider updating their behaviour policies with any new rules/policies, and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. 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. 	<p>promoting school/Christian values</p> <ul style="list-style-type: none"> New behaviour policy to be introduced – September 2020 Reward respectful, kind and protective behaviour School to maintain a calm and disciplined environment Children to be briefed regarding the protective measures – including sanctions and rewards Parents informed of behaviour expectations Individual risk assessments created where necessary Teachers may need to scaffold tiles for new games, sharing and waiting in turn 	<p>Eleanor to check availability</p> <ul style="list-style-type: none"> New behaviour policy to be introduced by Head of School 		
4. Assessment and accountability						
4.1		<p>Primary assessment</p> <p>Statutory primary assessments will take place in summer 2021. The early years foundation stage profile, and all existing statutory key stage 1 and 2 assessments, should return in 2020 to 2021 in accordance with their usual timetables. This includes:</p> <ul style="list-style-type: none"> the phonics screening check key stage 1 tests and teacher assessment the Year 4 multiplication tables check key stage 2 tests and teacher assessment statutory trialling <p>Performance tables are suspended for the 2019 to 2020 academic year, and no school or college will be judged on data based on exams and assessments from 2020</p>				
5. Contingency planning to provide continuity of education in the case of a local outbreak						

	Risk	Risk/Guidance Requirements	Controls/procedures in place	Actions remaining	Person leading	Status
5.1		<p>Contingency plans for outbreaks Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education</p>				
5.2		<p>Remote education support In developing these contingency plans, we expect schools to:</p> <ul style="list-style-type: none"> • use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school’s curriculum expectations • give access to high quality remote education resources • select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use • provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access • Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum. 	<ul style="list-style-type: none"> • Explore use of Oak National Academy resources • Priority being given to the development of a new approach to remote learning using new Chromebooks and Class Dojo – exploring the delivery of live/video lessons • Children who do not have access to technology at home to be given temporary use of school devices • Cohort programmes and resource packs being planned including a list of online resources for parents • Devices to be provided to children who are not able to access technology for remote learning • Parents survey for views on how the school can improve its remote provision • Individual planning for SEND children 	<ul style="list-style-type: none"> • Chromebooks to be purchased • Staff IT needs to be audited and appropriate training provided 	RR	
5.3		When teaching pupils remotely, we expect schools to:	<ul style="list-style-type: none"> • Remote learning to be based on new school day with 	<ul style="list-style-type: none"> • New strategic and operational plan for 	RR	

	Risk	Risk/Guidance Requirements	Controls/procedures in place	Actions remaining	Person leading	Status
		<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 	<p>sessions identified for core learning</p> <ul style="list-style-type: none"> • Class Dojo to be used to enable children's work to be sent to the teacher, assessed and feedback to be given • Children's progress to be logged and learning tasks adjusted to address gaps in learning • Clear expectations conveyed to parents regarding expectations for quality and presentation of work, timescales for handing in work, redrafting and corrections • Live/video lessons to maintain learning momentum and teacher expectations 	<p>provision of remote learning</p>		

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		teaching pupils would receive in school, ideally including daily contact with teachers				
5.4		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' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.	<ul style="list-style-type: none"> • Clear expectations conveyed to parents and also bespoke support for parents and children • All children expected to engage – follow up if attendance for live lessons is not evident 		RR	