COVID-19 risk assessment – Full re-opening of schools		
Site / school name:	**Pyrcroft Grange Primary School**	

Name(s) of person(s) covered by this assessment:	▪ Students
	▪ Staff:
	   ▪ Classroom based staff
	   ▪ Catering staff
	   ▪ Cleaning staff
	   ▪ Office staff
	   ▪ Premises / site staff
	   ▪ SMSAs
	▪ Contractors	

Tasks and activities covered by this risk assessment:	▪ Full re-opening of schools from 8 March 2021 ▪ Pick up and drop off from school ▪ Cleaning and sanitisation ▪ Food provision ▪ Potential remote working of some staff and students	
Equipment and materials used:	▪ General class and teaching materials ▪ Practical equipment and materials ▪ Sports and PE equipment ▪ Cleaning materials and equipment	
Location(s) covered by this risk assessment:	▪ All school premises and grounds	
Name of person completing this risk assessment:	SN NC TR	Date of completion:	1.03.21
Risk assessment approved by:	SN	Date of approval:	1.03.21
Date risk assessment to be reviewed by:	1.04.21	Risk assessment no:	Version 3A – 24 February 2021

Record of risk assessment reviews

Date of review:	24 February 2021	Reviewed by:	Jon Robinson	Comments / date of next review:	- Significant amendment to reflect updated DfE guidance for school reopening from 8 March 2021, including a revised system of controls. - Main changes are: - DfE guidance notes removed, page references included only - Updated system of controls - Use of face coverings in secondary schools - Asymptomatic testing for primary and secondary schools – (further guidance on this is due from DfE) - Latest information on CEV and CV persons and those at increased risk from COVID-19. - Updated guidance on curriculum provision and wraparound provision - Included page numbers to enable easier cross reference to DfE Schools Coronavirus (COVID-19) Operational Guidance - Added contents page for easier navigation through this template
Date of review:	27th March 2021	Reviewed by:	Sue Nardoni	Comments / date of next review:	- Explicit guidance on who are close contacts - anyone who lives in the same household as another person who has COVID-19 symptoms or has tested positive for COVID-19 - face-to-face contact including being coughed on or having a face-to-face conversation within one metre - been within one metre for one minute or longer without face-to-face contact **been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)** - travelled in the same vehicle or a plane
Date of review:	27th March 2021	Reviewed by:	Sue Nardoni	Comments / date of next review:	Make parents aware of the **Test and Trace support payment for parents**

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System of controls

We know that the predominant new variant of coronavirus (COVID-19) is more transmissible however, PHE advice remains that the way to control this virus is with the system of controls, even with the current new variants. This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection'. If you follow the system of controls, you will effectively reduce risks in your setting and create an inherently safer environment.

Prevention

You must always:

1. Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.
2. Ensure face coverings are used in recommended circumstances.
3. Ensure everyone is advised to clean their hands thoroughly and more often than usual.
4. Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.
5. Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
6. Consider how to minimise contact across the site and maintain social distancing wherever possible.
7. Keep occupied spaces well ventilated.

In specific circumstances:

8. Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.
9. Promote and engage in asymptomatic testing, where available.

Response to any infection:

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

Risk assessment	
What are the hazards?	▪ Potential for spread of COVID-19 between persons at school showing symptoms of coronavirus or those who are confirmed to have coronavirus.
Who might be harmed and how?	▪ Staff, pupils, contractors, and visitors may catch COVID-19 via direct or indirect contact with carriers whilst on site. ▪ Potential for spread to other family members / persons.

Note: We have specifically removed any rating or scoring from this risk assessment. We do not feel this adds any significant benefit to this untypical situation. You may wish to prioritise any actions, but the basis of the approach to mitigating the risks from coronavirus is such that all measures should be carried out alongside each other rather than in sequence. The planning and assessment you undertake will form the basis of an overall plan to manage the risks specific to your setting and that is the most important aspect of this process.

This risk assessment is based on Department for Education (DfE) Schools coronavirus (COVID-19) operational guidance as published on 22 February 2021.

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
SYSTEM OF CONTROLS – PREVENTION				
1. Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school (DfE page 8)				
▪ Is there a procedure for managing suspected or positive cases of coronavirus? ▪ How will this be communicated to the school community? ▪ Consider what information or measures may be needed at school gates and entrances to the building, as well as on the school website. ▪ How will visitors to site be managed? ▪ Is there an appropriate room identified that can be used to isolate someone with symptoms whilst they are awaiting collection? ▪ Have welfare staff and others been trained in measures to take? ▪ Have welfare staff and others been provided with PPE and training on its use?	Updated return to school plan will communicate new key changes to all members of the school community. Staff will communicate with pupils and parents the importance of saying if they are feeling unwell and clear procedure for pupils and siblings in place if they display COVID symptoms or need to self-isolate Parents have been made aware of the safety control measures in place. Parents not allowed to enter school building without a booked appointment Signs linked to the key systems of COVID on display at all school entrances School keeps up to date with DfE NHS PHE updates and guidance	SLT Staff PM	Spring 21	4.01.21

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Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ How will the school manage and monitor those persons who are required to isolate e.g. those who have been in close contact with a positive case or have been instructed to do so?	**Suspected case of COVID** Clear flow chart of procedures in all bubbles PPE in all bubbles Isolation room in place (well ventilated) Track and Trace record sheet on each bubble entry Toilet cleaned after suspected case and then deep cleaned Posters promoting good hygiene visible around the school Spillage of body fluids are cleaned up immediately in line with the Infection Control Policy and Cleaning in non-health care settings guidance. **Isolation** Staff isolate if positive lateral flow test and arrange a PCR test Staff and parents will be informed by email/text if they need to self-isolate (time period) Weekly welfare calls Staff provide NHS notification if required to isolate Pupils sign posted to learning resources if an individual isolation. School provide remote teaching if bubble isolation	SLT Staff Staff Office BM	Autumn 20 Spring 21	
2. Ensure face coverings are used in recommended circumstances (DfE page 11)				
▪ Schools should have a process for when face coverings are worn within your school and how they should be removed. You should communicate this process clearly to pupils, staff and visitors and allow for adjustments to be made for pupils with SEND who may be distressed if required to remove a face covering against their wishes. ▪ Safe wearing of face coverings requires the: 　▪ Cleaning of hands before and after touching – including to remove or put them on – 　▪ Safe storage of them in individual, sealable plastic bags between use.	Parents wear face coverings on school site Some individuals are exempt from wearing face coverings. This applies to those who: 　▪ Cannot put on, wear or remove a face covering because of a physical impairment or disability, illness or mental health difficulties 　▪ Speak to or provide help to someone who relies on lip reading, clear sound or facial expression to communicate Staff wear face masks in all communal areas including on school gates Staff wash hands thoroughly on removal of face coverings	All members of the school community	Autumn 20 Spring 21	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
- Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully. Staff and pupils may consider bringing a spare face covering to wear if their face covering becomes damp during the day. - Pupils must be instructed to: - Not to touch the front of their face covering during use or when removing it - Dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin) - Place reusable face coverings in a plastic bag they can take home with them - Wash their hands again before heading to their classroom - Due to the increasing use of face coverings in wider society, staff and pupils are already likely to have access to face coverings. You should have a small contingency supply for people who: - Are struggling to access a face covering - Are unable to use their face covering as it has become damp, soiled or unsafe - Have forgotten their face covering - Face visors are not an alternative to face coverings - Is there an understanding of exemptions for wearing of face coverings?	All visitors and outside agencies wear a face covering on entry to school Spare face masks in the school office			
3. Ensure everyone is advised to clean their hands thoroughly and more often than usual (DfE page 14)				
- Consider how often pupils and staff will need to wash their hands and incorporate time for this in timetables or lesson plans. - Are there enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly?	School will ensure that pupils clean their hands regularly, including when they arrive at school, when they return from break and before and after eating. Staff wash hands on entry and exit from school	Staff Parents	Autumn 20 Spring 21	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Ensure supervision of hand sanitiser use given the risks around ingestion. Skin friendly skin cleaning wipes can be used as an alternative. ▪ Build these routines into school culture, supported by behaviour expectations and helping ensure younger pupils and those with complex needs understand the need to follow them ▪ Sufficient quantities of cleaning supplies and hand soap to be maintained. ▪ All staff will be briefed weekly as a minimum on expected hygiene standards. ▪ All staff instructed to actively monitor to ensure all pupils and colleagues are adhering to principles of good hygiene.	Supervision of hand sanitiser will take place. Young pupils and pupils with complex needs will continue to be helped to clean their hands properly The school will build hand washing routines into school culture, supported by behaviour expectations set out in the Home School Agreement Hand sanitiser in all classrooms and communal areas Enough hand washing facilities are available. Where a sink is not available, a hand sanitiser is available Keep a close eye on soap supplies All members of the school community reminded of the benefits of hand washing in weekly newsletters	Office		
4. Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach (DfE page 14)				
▪ Are there enough tissues and bins available in the school to support pupils and staff to follow this routine? ▪ Ensure that younger children and those with complex needs are helped to get this right. ▪ Are there risk assessments in place for pupils with complex needs who will struggle to maintain as good respiratory hygiene as their peers? ▪ All staff should be briefed weekly as a minimum on expected hygiene standards. ▪ All staff instructed to actively monitor to ensure all pupils and colleagues are adhering to principles of good hygiene.	Catch it Bin it Kill it signs around the school Tissues in all locations Monitoring supplies Flip lid labelled red bins for tissues, emptied regularly. Younger and SEND pupils reminded to use tissues and supervision given. Risk assessments in place for COIN pupils Good hygiene embedded into school culture. All staff are instructed to actively monitor to ensure all pupils and colleagues are adhering to principles of good hygiene	All staff	Autumn 20 Spring 21	
5. Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products, such as detergents (DfE page 15)				
Enhanced cleaning regime				
▪ Is there an enhanced cleaning regime in place and are all cleaners and staff aware of measures to take? ▪ Are high contact items such as door handles, including main entrance doors and commonly used doors cleaned more frequently?	Contract cleaners do a thorough clean at the end of the school day Bins emptied daily Allocated member of staff cleaning toilets, communal areas and surfaces mid-morning	Staff	Autumn 20 Spring 21	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Are bins are emptied throughout the day? ▪ IT equipment should ideally be used by one person as a designated workstation. Where possible IT equipment should be cleaned (wiped down) pre use and at the end of the day.	Each bubble has a cleaning caddy Staff wipe surfaces regularly Soft furnishings and toys that are hard to clean have been removed ICT suite timetabled for Year 5 and 6 only. Computers wiped down between bubbles I pads timetabled with time to clean between bubbles Each bubble has allocated toilet block. Hand washing monitored The SBM arranges enhanced cleaning to be undertaken when required- advice about enhanced cleaning protocols is sought from the local health team The PM monitors the cleaning standards of the school cleaning contractors and discusses any additional measures linked to the COVID infection.			
Hazards from using new or different hazardous products				
▪ Ensure that any hazardous substances that are used because of changes to cleaning or hygiene regimes have a COSHH risk assessment. ▪ Ensure that any significant findings or precautions are shared with those using the products. ▪ It should be noted that in most if not all cases these will be lower risk items.	All cleaning products will be stored out of reach of children Contractor cleaners have a risk assessment which has been seen by the school and on file	SBM SLT Vervia	Ongoing	
Principles of cleaning after an individual with symptoms of, or confirmed COVID-19, the case has left the setting or area				
▪ Is there a procedure in place for cleaning an area a person with symptoms of COVID-19 or a confirmed case of COVID-19 has been? ▪ Is the appropriate PPE being used? ▪ Are appropriate cleaning products or methods being used?	Adults will wear PPE when they wipe down the surfaces touched by a symptomatic person (including door handles) Isolation room will be sealed off and deep cleaned	SLT	Ongoing	
Contaminated waste				

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Personal waste from individuals with symptoms of COVID-19 and waste from cleaning of areas where they have been (including PPE, disposable cloths and used tissues) should be: 　▪ Put in a plastic rubbish bag and tied when full 　▪ The plastic bag should then be placed in a second bin bag and tied 　▪ This should be put in a suitable and secure place and marked for storage until the individual's test results are known ▪ This waste should be stored safely and kept away from children. It should not be placed in communal waste areas until negative test results are known, or the waste has been stored for at least 72 hours. ▪ If the individual tests negative, this can be disposed of immediately with the normal waste. ▪ If COVID-19 is confirmed this waste should be stored for at least 72 hours before disposal with normal waste.	Training for all staff on the safe disposal of waste products/used PPE Outside specific labelled bin for PPE equipment. Follow government guidance on how to store and left for 72 hours	Head Staff	INSET 2/09/20 10/11/20 Ongoing	
6. Consider how to minimise contact across the site and maintain social distancing wherever possible (DfE page 15)				
How to group children				
▪ Consider the minimum size groups you can manage whilst delivering the curriculum. ▪ Can consistent groups be maintained wherever possible? ▪ Are pupils able to socially distance? ▪ Does the layout of the building make it easier or harder to keep groups separate? ▪ Groups should be kept apart from other groups. This could be through using different parts of the school for each group, limiting sharing of rooms and social spaces, varying break and lunch times and limiting movement between lessons.	Year group bubbles/COIN bubble so no mixing in the afternoons Staggered start and end of school day Separate play times and zones in playground Track and trace record sheet in each bubble Pupils reminded of the importance to social distance Red hazard marking around the teacher area If staff or pupils cannot maintain distancing, especially with younger pupils the risk is reduced by keeping pupils in smaller groups and limiting interaction to under 15 minutes	All staff Parents	Autumn 20 Spring 21	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Social distancing should be reinforced within groups, particularly for older children. ▪ Where staff need to move between groups are they able to maintain their distance as much as possible and ideally 2 metres from pupils and other adults? ▪ Are cleaning arrangements in place for shared spaces?	Staff should only move between bubbles when necessary. Where possible they should try and keep their distance from pupils and other staff, ideally 2 metres from adults. Adults to avoid close face to face contact and minimise time spent within 1 metre Classrooms and other learning environments are organised to maintain space between seats and desks where possible. Pupils are seated side by side and facing forwards, rather than face to face or side on. Large gatherings such as assemblies are avoided (Use of TEAMS) Maximise the number of lessons or classroom activities which could take place outdoors No parents on site unless with an arranged appointment Staggered break and lunch times Breakfast and after school club aware of children in year groups/siblings or need to social distance No after school activity clubs The use of staff rooms and offices is staggered to limit occupancy. Any shared learning spaces wiped down between bubbles using Visitors to the site, such as contractors, local authority employees and health employees to be fully briefed on the school's arrangements and follow site guidance on physical distancing		Ongoing	
Measures within the classroom				
▪ Can changes be made in classrooms to support distancing where possible? ▪ A 2m space around the teacher's desk should be maintained as far as is possible.	Pupils use the same classroom or defined area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. Pupils sitting at desk per 2 facing forward (Year 2 upwards) Horseshoe tables maximum 3 but with no staff facing children	SLT Head of COIN Staff Governors	Ongoing Autumn 20 Spring 21	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Consider if moving furniture will also allow for better access routes maximising distance from other desks or allowing for seating side by side and front facing etc. ▪ Can support and other staff maintain a 2m distance from other adults in the classroom? ▪ For students with more complex needs who require more support then additional control measures e.g. PPE will be needed for staff.	Red hazard marker 2m area around teacher work space Windows and exit doors open for ventilation Each bubble has own allocated toilet Shared resources kept to essential for learning Resources wiped down regularly in day Excess furniture removed if not being used Older pupils encouraged to social distance Reading books stay within bubble for whole week. Left for 72 hours on Friday Reading bus has same bubble all week. Cleaned on Friday and left for 72 hours Speech and language therapist work with Year 1 bubble (stay children) Behaviour plans in place for identified pupils Pupils bring minimal equipment to school (no sharing of individual stationary)	Parents		
Measures elsewhere				
▪ Ensure that large gatherings involving more than one group are avoided ▪ Plan timetables to minimise groups using corridors at the same time, including staggering break and lunch times. ▪ Plan time for cleaning between groups using shared spaces. ▪ Consider how staff rooms can be set up to maintain distancing.	No whole school assemblies. Use of TEAMS Class assemblies at desks not on the carpet Timetables in place for break/lunch/staggered start and finish times Created additional staff rooms Clear signage reminding staff and pupils of the importance of social distancing Any shared learning spaces wiped down between bubbles using Corridors-social distancing signs, keep to the left, traffic lights No wandering outside of bubbles COIN outside agencies- provision on EHCP and will be in slots of under 15 minutes as children could find staying more than 1m apart a challenge. Adults wear PPE	SLT SENCO Staff	Ongoing Autumn 20 Spring 21	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	School Offices- limit people staff to sit at least 1m apart and not facing each other. Staff wear a face covering Photocopier –hands washed after use			
Measures for arriving at and leaving school				
▪ Consider staggered starts or adjusting start and finish times to keep groups apart. ▪ A staggered start may, for example, include condensing / staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour. ▪ Consider how to communicate the arrangements for drop off and collection to parents and reinforce it, as necessary.	Pupils have allocated drop off/pick up zones. Staggered start and finish times Communicated to parents and visible on school website Remind parents in weekly newsletter the importance of no gatherings in groups Pupils met by staff members (wearing face coverings) No parents on site (exception at pick up time-in allocated zone) Parents wear face masks when dropping off and collecting pupils Staff wear face masks when greeting pupils Speak to parents on an individual basis to advise removal of face masks from pupils on arrival Bins at all entrances for removed face coverings. COVID symptoms signs on entry points Parents can only enter school building with booked appointment	SLT Staff Parents	Ongoing Autumn 20 Spring 21	
Travelling to school				
▪ Promote walking or cycling to school where possible. ▪ Remind pupils and staff using public transport to follow safer travel guidance including wearing of face coverings for people over the ages 11.	Promote walking and cycling to school within school and in parent communication Parents reminded that in line with government guidance (March 21) households should not be mixing and children	SLT	Spring 21	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Dedicated school transport should follow safer transport guidance as well including wearing of face masks. ▪ Distancing should be maximised and mixing of groups should be minimised where possible and practical.	come to and from school in household bubble or arranged childcare			
Other considerations including SEND and visitors to school				
▪ Refer to additional guidance on supporting pupils at school with medical conditions including reviewing EHC plans. ▪ Consider how to manage visiting and support staff to maintain social distancing measures. ▪ Consider what arrangements are required for contractors and visitors including arranging visits out of hours or remote meetings where possible. ▪ Records of visitors must be kept to support NHS Test and Trace. ▪ Work with other establishments to devise appropriate arrangements where children attend more than one setting. ▪ Also see specific section on EHC.	Risk assessment for COIN pupils if required Surrey services not coming into school (support remotely) Children's needs on EHCPs being met in school by outside agencies. Staff wearing PPE Speech and language teacher in hall with ventilation and space All visitors sign in on arrival to school with contact details Contractors for school site are timetabled to come after pupils left school All visitors to the school wash hands on arrival and wear masks All parcels left outside main school office door.	Head of COIN SLT Staff	Autumn 20 Spring 21	
Equipment				
▪ Are staff and pupils reminded to use their own pencils and pens? ▪ Are there measures to limit sharing of resources as much as is possible and kept within bubbles? ▪ Are there measures to limit what is brought into and taken home from school? ▪ Is there a consistent policy for marking books? ▪ Are classroom resources included as part of an enhanced cleaning regime? ▪ Are shared resources cleaned between use? ▪ Is outdoor playground equipment cleaned more frequently?	Pens removed by signing in book. Staff use own pen Shared resources within school to be cleaned after use. Children have individual writing pencil/pen Individual pencil cases must not be shared Staff follow school feedback policy Outdoor equipment (large and small) in playground used by same bubble for the whole week. Then left for 72 hours. Taking advice from Opal Play consultant Parents advised to only send pupils with essential equipment (no toys) Reading books stay in school for 72 hours (Friday-Monday) before moving bubbles No outside lets No new lets (including parties)	Staff Staff SBM	Ongoing Autumn 20 Spring 21	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Refer to CLEAPSS guidance for advice on cleaning science and D&T equipment.	Follow guidance appropriately and communicate to relevant staff	SLT		
Parent pick-up and drop-offs				
▪ How will arrangements for pick-up and drop-offs be communicated to parents? ▪ How will gathering at the school gates be monitored and managed? ▪ How will appointments be managed?	Parents have a clear timetable of drop off and pick up times. No reduction in daily teaching time SLT visible each day on school dates to monitor gathering Appointments made via school office Parents wait outside school building, wear a face covering and meeting will take place in a well-ventilated room adhering to social distancing rules	SLT	Autumn 20 Spring 21	
7. Keep occupied spaces well ventilated (DfE page 21)				
▪ If air handling systems that move air between rooms are used set them to use a fresh air supply and do not recirculate air. Standalone room units can operate as normal. ▪ Ensure any filters in ventilation or air conditioning systems are changed as per manufacturer instructions. Take additional care when changing filters. ▪ Airing rooms as frequently as you can, will help improve ventilation. This involves opening all doors and windows wide to maximise the ventilation in the room. It may be easier to do this when the room is unoccupied or between uses particularly in colder or adverse weather. ▪ Manage colder temperatures in rooms by opening high level not low-level windows, opening window just enough to allow for ventilation, increasing heating and allowing for flexibility on uniform. ▪ Identify any poorly ventilated areas and consider if these areas should be restricted or if ventilation can be improved.	Classrooms and communal areas well ventilated Staff and pupils advised to wear additional layers of clothing Air conditioning unit in the reading bus not in use	Staff	Autumn 20 Spring 21	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Desk or ceiling fans can be used provided the area is well ventilated but they should not be used in poorly ventilated areas. ▪ With due regard to fire safety, some doors may be temporarily propped open to limit touching of door handles and aid ventilation. Fire doors including doors at the top and base of stairs, or to higher risk areas of fire starting e.g. kitchens / IT suites / plant rooms should not be propped open.				
8. Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary (DfE page 22)				

▪ Reference to PPE for specific higher risk situations means:
  ▪ Fluid-resistant surgical face masks (also known as Type IIR)
  ▪ Disposable gloves
  ▪ Disposable plastic aprons
  ▪ Eye protection (for example a face visor or goggles)
▪ The PPE that should be used in the following situations when caring for someone with symptoms of coronavirus (COVID-19) is:
  ▪ A face mask should be worn if a distance of 2 metres cannot be maintained
  ▪ If contact is necessary, then gloves, an apron and a face mask should be worn
  ▪ Eye protection if a risk assessment determines that there is a risk of fluids entering the eye, for example, from coughing, spitting or vomiting
▪ Where staff have been identified as needing PPE, have they been provided with appropriate supplies?
▪ Have staff identified as needing PPE been provided with appropriate training and information on correct use and disposal?
	Covered in safety training (wearing and disposal of PPE)
	PPE available in all bubbles and worn for suspected COVID case
	Face coverings worn in communal areas
	First Aid will be undertaken in bubbles
	Staff to wear gloves and face masks when administering first aid where bodily fluids are flowing.
	Gloves should be worn for minor first aid.
	Gloves and aprons should be worn for supporting intimate care
		Head
		
		Staff
		
		Admin
			2.09.20
			
			Ongoing	

9. Promote and engage in asymptomatic testing, where available (DfE page 23)				

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Communicate and promote importance of asymptomatic testing ▪ Refer to asymptomatic testing section below for further information and assessment.	100% of staff and all outside agencies participating in twice weekly lateral flow testing (Sunday and Wednesday) Parents have been informed and will be contacted if bubble needs to isolate Primary school pupils not tested	Staff SLT	Spring 21	
SYSTEM OF CONTROLS – RESPONSE TO ANY INFECTION				
10. Promote and engage with the NHS Test and Trace process (DfE page 23)				
▪ Is there a clear understanding in the school around NHS Test and Trace procedures? ▪ Have the requirements around symptomatic testing been communicated to all parties? ▪ Have all parties been told that they must inform the school of the results of any test as soon as possible? ▪ Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. ▪ Home testing kits can be given directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where this will significantly increase the likelihood of testing taking place. ▪ Further guidance on Use of the NHS COVID-19 app in education and childcare settings is available. School leaders should be aware of the features of the app, how the app may work with the settings use of mobile phones policy, and communicate with staff, students and parents about the use of the app.	Clear communication to all school community on how to get a NHS COVID Test and the NHS Test and Trace procedures If child is unwell parents will collect child and siblings. Test for unwell child will be arranged by parents The school will ask parents and staff to inform them immediately of the result of the test. Provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace Staff advised how to download NHS Track and Trace APP Contact details of local health team visible in school Parents advised in weekly newsletters how to get a test if needed	Head SLT BET Staff Parents	Ongoing	
11. Manage confirmed cases of coronavirus (COVID-19) amongst the school community (DfE page 25)				
▪ Are staff aware of the need to contact the DfE helpline? ▪ Are proportionate records of pupils and staff in each group and close contacts between groups maintained? ▪ Is there a clear understanding of what close contact means?	All staff will have had remobilisation training which will include procedures for managing a confirmed case of coronavirus. Clear procedures visible in the school Notify local health team if aware of positive case	Head BET	1.09.20 2.09.20	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:

▪ Ensure that all visitors to the school sign in and there is a means to contact them if needs be.
▪ Is there an escalation process in place for managing confirmed cases in school?
	Communicate to parents and staff the action if there is a positive COVID result
	Remote learning provided if children need to self-isolate
	If two or more cases are confirmed within 14 days or an overall rise in sickness absence where COVID-19 is suspected, there may be an outbreak and the local health protection will advise on any additional action required.
	Signing in book for all staff and visitors
	All contractors sign in
	Only invited parties attending school
	Track and trace record sheet in each bubble
	Parents advised to let school office know if contact details change
	
	• **Close Contact guidance:**
	
	• anyone who has had any of the following types of contact with someone who has tested positive for COVID-19:
	
	  • face-to-face contact including being coughed on or having a face-to-face conversation within one metre
	
	  • been within one metre for one minute or longer without face-to-face contact
	
	  • been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)
	
	  • travelled in the same vehicle or a plane
		Admin
		
		SLT
			Ongoing	

12. Contain any outbreak by following local health protection team advice (DfE page 28)				
▪ Ensure there are contingency procedures in place for an outbreak considering partial or full closure, on the advice of health protection teams. ▪ Are there procedures in place for admitting staff and students back to school who have tested positive?	Local Protection Team number in Head office Listen to advice from the health protection team on need for full or partial closure Put in place necessary cleaning regime Home learning packs available in each bubble	Head Staff		

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	If teacher well TEAMS lessons will take place If a parent insists on sending their child to school with COVID symptoms the Head can refuse the pupil (reasonable judgement) Pupil or staff member who tested positive can return to school after their isolation period and their symptoms have gone or they continue to have only a residual cough or anosmia	SBM BET		
SECTION 2: SCHOOL OPERATIONS				

Asymptomatic testing (DfE page 29)

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Consider how initial on site testing (in secondary schools only) will be delivered and if this needs to be on a phased basis. ▪ Make arrangements for continuing on site testing (in secondary schools only). ▪ Complete a risk assessment for the testing process relevant for your setting (templates are available). ▪ Communicate procedures for testing and continue to encourage take up of testing. ▪ Ensure staff, students and parents understand what to do in the event of a positive test. ▪ Ensure that staff, students and parents understand that symptomatic testing still needs to take place and that it can be booked online.	Risk assessment for staff lateral flow tests read and signed by staff participating Clear flowchart for staff on the procedure for a void/negative/positive test Staff understand they need to take a PCR test if they have a positive lateral flow test	Staff	Spring 21	

Attendance (DfE page 32)

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Identify any pupils who may not be able attend school. ▪ Ensure there is provision for remote education for those unable to attend school. ▪ Monitor engagement with remote education.	Parents advised attendance is mandatory from 8.03.21 School risk assessment visible on school website Learning provided for pupils unable to attend school due to medical reasons Pupils isolating on an individual basis will be signposted to the Oak National Academy Remote teaching provided if a bubble must isolate.	SLT Staff	Spring 21	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	School will monitor engagement with remote education			
Pupils and families who are anxious about return to school				
▪ Share the risk assessment and significant findings with parents via the school's website. ▪ Discuss and engage with pupils and their parents regarding any concerns around returning to school. Individual discussions around concerns can help to allay fears.	REMA supporting with traveller community return to school SLT have communication with parents concerned about children returning to school Speak to parents on a weekly basis to build confidence in pupils returning to school	SLT Staff	Spring 21	
Encouraging regular school attendance				
▪ Communicate with parents on requirements for attendance. ▪ Put in place measures to keep in contact with vulnerable children.	Promote high attendance in school environment Reward parents/pupils for high attendance Involve EWO to support with targeted families	SLT EWO	Spring 21	
Alternative provision				
▪ Consider how the system of controls can be implemented within your setting including how groups / bubbles are established, and minimising social contact and mixing.				
School workforce (DfE page 36)				
▪ Share this risk assessment with staff and invite feedback. ▪ Carry out individual risk assessments and discussions as required.	Risk assessment shared with staff Individual staff risk assessments carried out	SLT	Autumn 20 Spring 21	
Staff who are clinically extremely vulnerable (CEV)				
▪ Use government advice on shielding and protecting people for those who extremely clinically vulnerable and who are advised to not attend the workplace. ▪ School leaders should discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place.	CEV staff working from home contacted regularly by line manager and SLT SLT will discuss on an individual basis any concerns they have about returning to the workplace once shielding ends and the protective measures school has in place Staff who live with a CEV can attend school and rigorously follow safety measures in place CEV individuals continue to isolate after first dose of vaccination	SLT	Autumn 20 Spring 21	
Staff who are clinically vulnerable (CV)				

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Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Use current government advice for those who are clinically vulnerable including pregnant women who can continue to attend school. ▪ Most school-based roles are not ideally suited to home working and schools may expect most staff to return to work in settings. ▪ School leaders should discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place.	If possible, adapt their role within school so they can social distance from pupils Regular meetings with line manager to address concerns	SLT	Autumn 20 Spring 21	
Pregnancy				
▪ Employers should conduct a risk assessment for pregnant women. ▪ For staff who are in the third trimester (more than 28 weeks' pregnant) you should be particularly attentive to social distancing. There is a duty on employers to ensure the individual can adhere to national guidance on social distancing.	Risk assessment conducted on an individual basis 28+ weeks work from home (remote teaching)	Line manager	Autumn 20 Spring 21	
Staff who may otherwise be at increased risk from coronavirus (COVID-19)				
▪ For those who feel they may be at increased risk, where it is not possible to work from home, these staff can attend school as long as the system of controls are followed. ▪ Where there is a specific concern an individual risk assessment may be appropriate but this should be based on clear medical or specific need.	Safety measures in place Open communication with SLT Regular reviews of risk assessment by school and BET Awareness to staff of the employer assistance programme Risk assessment completed if necessary	Head BET	Ongoing	
Supporting staff				
▪ Be aware of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working practices in a way that promotes good work-life balance and supports teachers and leaders. ▪ Workload should be carefully managed and assess whether staff who are having to stay at home due to	Regular keeping in touch meetings Line managers to regularly check in with their teams and feedback to SLT any concerns Well-being questionnaire every 6 weeks Well-being of staff monitored by governors Ensure holidays are protected SLT monitor staff work life balance	SLT Staff	Weekly / as needed	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
health conditions are able to support remote education, while others focus on face-to-face provision. ▪ Consider where additional resource could be safely brought in if necessary. ▪ Ensure regular communication and consultation with all staff. ▪ Ensure staff know where to get additional support e.g. counselling or helplines.	Minimal marking and verbal feedback to continue School has a range of resources (Hamilton Power Maths WRMH) to support planning Access to Employee Assistance programme			
Staff deployment				
▪ Review any staff deployment changes needed. ▪ Ensure ratios for regulated activity are maintained and that staff have the required skills, expertise, and experience to carry out their work.	Deployment of staff so the school can run efficiently, offering high quality teaching Any changes in staff roles discussed with staff member in advance (have they got the appropriate skills) Needs on EHCPs met in class SEND support strong through quality first teaching Effective deployment of support staff	Staff	Ongoing	
Supply staff and other temporary or peripatetic staff				
▪ Ensure that any visiting staff are provided with information on the school's COVID-19 arrangements as soon as possible after booking. ▪ Where visiting teachers, support staff or specialists are working with multiple schools' particular attention should be given to social distancing and hygiene measures.	Outside agencies wear PPE and social distance. Contact details taken when signing in PE staff taking place in lateral flow testing Long term supply Year 2 (had training on safety measures in place)	Staff Outside agencies	Ongoing	
Other support: Volunteers and ITT trainees				
▪ Ensure that any volunteers or trainees are provided with information on the school's COVID-19 arrangements and make sure they adhere to them. ▪ Mixing of volunteers across groups should be kept to a minimum.	No volunteers in school at present	SLT	Autumn 20 Spring 21	
Staff working remotely				

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ All staff working remotely to undertake DSE assessment and home working checklist. ▪ All staff to be provided guidance on setting up a safe and suitable work area. ▪ Ensure regular communication with staff working remotely.	All staff completed DSE assessment and home working checklist All staff in school fit and well (no rotas) TEAMS to continue to be used to enable remote working if necessary Line managers in contact on a regular basis	Head SLT SBM	Autumn 20 Spring 21	
Transport (DfE page 42)				
Dedicated school transport, including statutory provision				
▪ How pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school/ ▪ Use of hand sanitiser upon boarding and/or disembarking. ▪ Additional cleaning of vehicles. ▪ Organised queuing and boarding where possible. ▪ Maximise social distancing within vehicles wherever possible. ▪ Through ventilation of fresh air (from outside the vehicle) is maximised, particularly through opening windows and ceiling vents. ▪ Children and young people aged 11 and over are advised to wear a face covering when travelling on dedicated transport. ▪ Ensure the transport provider is aware of any timetable changes and are adhering to government guidelines. ▪ Seek a copy of their risk assessment and operating plan.	Parents have been advised to not bring other children with them in a car from a different bubble Actively promote children walking to school for health reasons and reduce parking near allocated drop off points Monitor parking to be respectful to residents COIN travel to school in a KS1 or KS2 vehicle. Head of COIN in contact with Surrey transport Asked for copy of Surrey transport risk assessments Children wash hands after exiting vehicle Children are collected by staff from vehicle All drivers and school staff wear face masks	Head Head of COIN	Autumn 20 Spring 21	
Wider public transport				
▪ Can school start / end times be staggered to avoid peak times? ▪ Encourage parents, staff, and pupils to walk or cycle to school if possible. ▪ Consider using 'walking buses'.	SIMS shows only 1 family use public transport- follow government advice	Parents	Ongoing	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Work with the local authority to promote safe cycling routes. ▪ Advise persons using public transport to follow safer travel guidance e.g. wearing of face coverings.				
Pupils travelling from abroad				
▪ Review arrangements for any pupils travelling from abroad where needed.	Advise parents of the relevant government guidance at the time of the holiday abroad	SLT	Ongoing	
School meals (DfE page 45)				
▪ Confirm with catering providers (including in-house provision) that all relevant safety procedures are in place and that they are adhering to current government guidelines. You may ask to see a copy of their risk assessment as well. ▪ Ensure that catering providers (including in-house provision) are aware of any changes to lunch times and operating practices you have made.	Parents have indicated if they want a school dinner in September Catering provided on school site Head meet regularly with catering lead to discuss school timetables Catering staff serve and step back from counter. Staff take food to pupils Additional table in front of the counter to ensure social distancing from staff Staggered lunch breaks Only 2 sittings in dining hall (pupils not facing each other and cleaning between sittings) COIN KS1/KS2 and Reception eat in class Packed lunches in class	SLT SMB Catering lead	Autumn 20 Spring 21	
Estates (DfE page 49)				
▪ Maintain existing class sizes	There is no need for class sizes to be adjusted from the usual size Bubbles remain with socially distancing from staff promoted	SLT	Spring 21	
Ventilation Systems				
▪ Refer to the system of controls section 7 for guidance on keeping occupied spaces well ventilated.	Windows and exit doors in bubbles open to increase ventilation. Posters in classrooms to remind As weather gets colder- open high-level windows During periods of no occupancy open windows and doors	All staff	Ongoing	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	Staff and pupils advised to wear additional layers as temperatures outside drop ▪ Fire doors closed ▪ No air conditioning units in main school Do not use air conditioning on library bus			
Fire safety				
▪ Ensure that all fire safety systems have been maintained and inspected. ▪ Review and update emergency plans and assembly points as required. ▪ Brief staff on any changes to arrangements. ▪ Consider if limited evacuation drills may be beneficial e.g. by year group to allow for social distancing.	Fire point testing weekly Fire meeting points communicated to staff/pupils Each bubble conducts a fire drill monthly Whole school fire drill conducted half termly Allocated fire marshals who have regular training Fire Safety training INSET	Head SBM	Autumn 20 Spring 21 1/09/20 2/09/20	
Opening after reduced occupancy				

▪ Ensure all little used water outlets are flushed through.
▪ Check and test all relevant safety critical devices
▪ Carry out a visual site inspection to identify any issues that may need remedying before full opening.
▪ Ensure normal maintenance and inspection activities take place, including contractor visits ensuring that statutory maintenance and inspection are carried out.
	Site Manager to continue to lead on compliance areas for the school.
	    ▪ 6-month fire system test completed
	    ▪ Summer testing 2020
	        Security
	        Asbestos
	        Electronic doors
	        PAT Testing
	        Legionella
	Fire Safety training INSET
		Head
		
		SBM
		
		Site Manager
			Ongoing
			
			2/09/20	

Educational visits (DfE page 50)				
▪ Ensure staff are aware of the latest guidance that all visits are advised against. ▪ Keep guidance under review	No trips will take place during the Autumn term/Spring term Provisional bookings for residential trips 2021 cancelled Consider parents could be financially disadvantaged to pay for trips Within school budget allocated money for soft impact Forest school taking place weekly. School seen risk assessment	SLT BET Staff	Autumn 20 Spring 21	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	Swimming at local leisure centre awaiting risk assessment Government guidance regularly reviewed			

School uniform (DfE page 50)

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. ▪ In colder weather consider amendments to the uniform policy.	All children are required to wear full uniform when returning to school. Children allowed to wear additional layers under uniform to keep them warm with increased ventilation Support for providing second hand good quality uniform in place for vulnerable children/support parents with financial difficulties If uniform purchased from school and returned, it will be left for 72 hours (in SBM office)	All pupils	SEPT 20 Spring 21	

Wraparound provision and extra-curricular activity (DfE page 51)

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Ensure that any provision is only to support parents to work, attend education and access medical care, and is as part of pupil's wider education and training. ▪ If it is not possible or practical to maintain the same bubbles being used during the school day (for example, if the number of bubbles in place during the school day prove impractical to adopt within the wraparound provision) then providers should maintain small, consistent groups. ▪ Where parents use childcare providers or out of school extra-curricular activities for their children, schools should encourage parents and carers to seek assurance that the providers are carefully considering their own protective measures, and children should only attend settings that can demonstrate this. They should be advised to limit use of multiple providers as much as is possible. ▪ When hiring out or letting premises consider what additional cleaning and hygiene measures are needed.	School run breakfast club in place. Hand washing on arrival and before leaving Children socially distanced into year group or sibling bubbles. All have own resources. Room cleaned after club All spaces are pre booked with contact details No after school activity clubs run. Review football club 29.03.21 Looking into running creative clubs remotely After school club run by outside agency The GAP Club Ofsted registered Children in year group bubbles with own resources Hand washing on arrival and before leaving School has copy of club risk assessment	Head Staff Gap Club	Ongoing	

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Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Any hirers should be informed of hygiene and social distancing measures, but also that they must follow relevant government guidance for their activity.	Half termly meetings with club and Head to monitor provision and safety measures in place			
Curriculum (DfE Page 52)				
Music, dance, and drama in school (all activities take part in bubbles with social distancing to minimise contact between individuals)				
▪ Play outdoors where possible. ▪ If playing indoors limit the numbers in relation to the space, use as large a room as possible, maximise ventilation. ▪ In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate. ▪ Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player. ▪ Use microphones where possible or encourage singing quietly. ▪ Requiring increased handwashing before and after handling equipment, especially if being used by more than one person. Avoid sharing instruments where possible, and limit handling of music scores etc. ▪ Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict social distancing and mitigation can be maintained.	Charanga music programme has been adapted Music appreciation to be taught. Curriculum lead to work with music specialist to ensure that gaps are considered when the music curriculum is restarted. Singing assembly will not take place. Choir will be reviewed in line with any new government guidance. Singing in class with small group of pupils, spaced out and facing forward. In summer sing outside Drama and dance take place in a large, open well-ventilated space Drama activities will take place outside which allows for social distancing Review the government guidance before starting Delight in Shakespeare (second half of spring term 2021)	Head Music lead	SEPT 20 Spring 21	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Drama department should review what practical lessons and activities can be delivered and update risk assessments and lesson plans accordingly. ▪ Key considerations for practical activities include the teaching space, minimising contact between individuals, group work and individual work, space layout for social distancing, managing use of resources (props, costumes etc) and technical equipment.				
Physical activity in schools				
▪ Prioritise outdoor sports wherever possible. ▪ Large indoor spaces can be used, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils and paying scrupulous attention to cleaning and hygiene. ▪ External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. ▪ Pupils should be kept in consistent groups. ▪ Sports equipment should be thoroughly cleaned between each use by different individual groups. ▪ Activities such as active miles, making break times and lessons active and encouraging active travel can help pupils to be physically active while encouraging physical distancing.	PE will take place outdoors PE provider participating in twice weekly lateral flow testing PE provider working across different year groups. Same person each week. Advised to keep social distancing measures Timetable allows for time to clean equipment between bubbles Additional PE equipment will be allocated to year group bubbles for break times for a whole week. Left for 72 hours Separate play areas and staggered playtimes allocated per year group In Key Stage 2 children will wear PE kit to school on PE days so bubbles do not mix when changing Swimming Year 4 awaiting confirmation and risk assessment Forest School awaiting risk assessment COIN Horse riding awaiting confirmation and risk assessment COIN swimming awaiting confirmation and risk assessment	SLT Head of COIN	SEPT 20 Spring 21	
Science				
▪ Science department should review what practical sessions can be delivered and update risk assessments and lesson plans accordingly. ▪ Key considerations for practical activities include supervising pupils, management of science equipment,	If science activities take place involving equipment-equipment will stay within bubble and be cleaned thoroughly at end of activity	Staff	Ongoing	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
demonstrations instead of practical activities, transferring specialist equipment between bubbles, cleaning or quarantining of equipment, access to PPE especially where supplies were donated to the NHS. ▪ Reference should be made to latest CLEAPSS guidance.				
Design & Technology				
▪ Design & Technology department should review what practical sessions can be delivered and update risk assessments and lesson plans accordingly. ▪ Key considerations for practical activities include supervising pupils, managing movement in the room, management of equipment, demonstrations instead of practical activities, transferring specialist equipment between bubbles, cleaning or quarantining of equipment, access to PPE especially where supplies were donated to the NHS. ▪ Reference should be made to latest CLEAPSS guidance.	Any activities take place like above within year group bubble	Staff	Ongoing	
Art				
▪ Art department should review what practical sessions can be delivered and update risk assessments and lesson plans accordingly. ▪ Key considerations for practical activities include supervising pupils, managing movement in the room, management of equipment, demonstrations instead of practical activities, transferring specialist equipment between bubbles, cleaning or quarantining of equipment, access to PPE especially where supplies were donated to the NHS. ▪ Reference should be made to latest CLEAPSS guidance.	Any activities take place like above within year group bubble	Staff	Ongoing	
Education, Health and Care (EHC) Plans (DfE page 59)				
▪ Liaise with partner organisations to deliver EHC plans. ▪ Undertake timely planning for placements in September.	EHCP targets met in school and supported by outside agencies (in school and remotely)	SENCO	Autumn 20 Spring 21	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	SENCO working closely with Surrey in relation to pupils for September 2021			
Behaviour, discipline, and wellbeing expectations (DfE page 59)				
▪ Specific pupils with challenging behaviour should be identified and a risk assessment completed for each pupil with regards to the increased risk to others from the spread of coronavirus because of their behaviour. ▪ This could include pupils who would not normally require an individual approach but with the new measures in place may require an assessment. ▪ Additional measures and PPE may be required for staff in some circumstances. ▪ School behaviour policy to be reviewed to take account of COVID-19 and any new measures in place.	Individual pupil risk assessments have been updated in line with full return to school. Behaviour policy addendum updated in line with full return to school (time for children to engage in school and school code of conduct) Behaviour plans in place for identified pupils. Shared in class meetings. Teachers regularly review behaviour expectations and school rules with their class in line with social distancing measures. PPE available for staff where social distancing is more challenging. Playtime/lunchtime expectations shared with staff and children. Home school agreement written and shared with parents. Parents have signed.	SENCO Head Deputy Staff	SEPT 20 Ongoing	
Pupil wellbeing and support				
▪ Consider the provision of pastoral and extra-curricular activities for pupil wellbeing and support. ▪ Provide more focused pastoral support where issues are identified that individual pupils may need help with, including support resources available from DfE and partners. ▪ 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.	ELSA provision in library room which allows for 2m social distancing Teachers advised to plan for a recovery curriculum. Use Jigsaw resources Children given time in class to talk about lockdown experiences	SENCO ELSA Staff	SEPT 20 Ongoing	
Safeguarding (DfE page 63)				
▪ Review child protection policies.	Child protection policy has a COVID addendum Normal safeguarding procedures in place. Use of CPOMS	DSL Staff	Autumn 20 Spring 21	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
▪ Coordinate with other agencies and services to ensure support is in place for children.	Referrals to CAMHS if needed Strong safeguarding procedures in place during lockdown (vulnerable children in school) Strong links with social workers			
First aid and care provision				
▪ Consider limiting numbers in first aid rooms, cleaning the area after treatment, PPE for first aiders and thorough hand washing. PPE can include fluid resistant masks, gloves, aprons, goggles, or face shields. ▪ Have first aiders and welfare staff been made aware of the measures in place and been provided with appropriate training and equipment. ▪ Incidents must be recorded as per the school's normal arrangements.	First aid caddies for basic first aid is available in the classrooms. Gloves and masks to wear when administering first aid All staff completed face to face first aid training or completed Educare course Additional paediatric training completed by member of staff First aid incidents recorded in bubbles Additional first aid point for first aid that cannot be administered in bubbles Isolation room available (staff wear full PPE)	SLT Staff	SEPT 20 Spring 21	
Contingency planning for outbreaks (DfE page 66)				
▪ Review plans against the DfE contingency framework. ▪ Have plans in place for high quality remote provision of education.	All pupil emergency contact details are up-to-date, including alternative emergency contact details, where required. Parents are contacted as soon as practicable in the event of an emergency (email/text) Follow local health protection advice, this may include a larger number of other pupils self-isolate at home as a precaution. . Remote education plan in place for individual pupils or groups of pupils self-isolating (on school website) Ensure regular contact between home and school. Each bubble has home learning packs printed and ready to go Staff confident using TEAMS to deliver live teaching Share Department of Education recommended educational resources. Communicated weekly in parent newsletters	Head SLT BET Admin	SEPT 20 Ongoing	

Measures to consider	What do you need to do at your school to manage this	Who will do this?	By when?	Completed on:
	School has Department of Education laptops in place to support pupils who do not have access to a device for online teaching Staff rota in place if school closes and needs to stay open for key worker and vulnerable children	Staff		