

Risk Assessment for full re-opening of school 8th March 2021

Who is at Risk?

Pupils, Staff and Pupils' families

February 24th 2021

Updated May 14th 2021

How can the hazards cause harm?

Illness, COVID 19 outbreak

This is based on the following systems of control which are then addressed separately below:

- 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.

This is based on the following DFE guidance:

https://www.gov.uk/government/publications/coronavirus-covid-19-contingency-framework-for-education-and-childcare-settings/contingency-framework-education-and-childcare-settings-excluding-universities?utm_source=22%20February%202021%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/984843/10_May_Schools_Guidance.pdf

In response to any infection the following action is required:

- 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.

Specific Issue 1. Prevention	Control Measures	Notes & associated documents
<p>Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.</p>	<p>Pupils, staff and other adults must not come into the school if:</p> <ul style="list-style-type: none"> • they have one or more coronavirus (COVID-19) symptoms • a member of their household (including someone in their support bubble or childcare bubble if they have one) has coronavirus (COVID-19) symptoms • they are required to quarantine having recently visited countries outside the Common Travel Area • they have had a positive test <p>They must immediately cease to attend and not attend for at least 10 days from the day after:</p> <ul style="list-style-type: none"> • the start of their symptoms • the test date if they did not have any symptoms but have had a positive test (whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test) <p>We will follow this process and ensure everyone onsite or visiting is aware of it.</p> <p>If anyone in our school develops a new and continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), we:</p> <ul style="list-style-type: none"> • will send them home to begin isolation - the isolation period includes the day the symptoms started and the next 10 full days • will advise them to follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection • will advise them to arrange to have a test as soon as possible to see if they have coronavirus (COVID-19) <p>Other members of their household (including any siblings and members of their support or childcare bubble if they have one) should self-isolate. Their isolation period includes the day symptoms started for the first person in their household, or the day their test was taken if they did not have symptoms, whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test), and the next 10 full days. If a member of the household starts to display symptoms while self-isolating they will need to restart the 10 day isolation period and book a test. If anyone tests positive whilst not experiencing symptoms but develop symptoms during the isolation period, they must restart the 10 day isolation period from the day they developed symptoms.</p>	<p>PHE South East - Thames Valley Health Protection Team: Guidance for Childcare and Educational Settings in the Management of COVID-19</p> <p>https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/984843/10_May_Schools_Guidance.pdf</p>

	<p>When an individual has had close contact with someone with coronavirus (COVID-19) symptoms</p> <p>Any member of staff who has provided close contact care to someone with symptoms, regardless of whether they are wearing PPE, and all other members of staff or pupils who have been in close contact with that person, do not need to go home to self-isolate unless:</p> <ul style="list-style-type: none"> • the symptomatic person subsequently tests positive • they develop symptoms themselves (in which case, they should self-isolate immediately and arrange to have a test) • they are requested to do so by NHS Test and Trace or the Public Health England (PHE) advice service (or PHE local health protection team if escalated) • they have tested positive from an LFD test as part of a community or worker Programme 	
	<p>If a pupil is awaiting collection:</p> <ul style="list-style-type: none"> • they will be moved, if possible, to the fire station where they can be isolated behind a closed door, depending on the age and needs of the pupil, with appropriate adult supervision if required • a window will be opened for fresh air ventilation if it is safe to do so • if they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible - the bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else • personal protective equipment (PPE) must be worn by staff caring for the pupil 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) 	

<p>Ensure face coverings are used in recommended circumstances</p>	<p>Face coverings will be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas).</p> <p>Children in primary school do not need to wear a face covering.</p> <p>Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering.</p> <p>Safe wearing of face coverings requires the:</p> <ul style="list-style-type: none"> • 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 <p>Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully. Staff should consider bringing a spare face covering to wear if their face covering becomes damp during the day.</p> <p>We will have a small contingency supply available for people who:</p> <ul style="list-style-type: none"> • 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 	<p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/984843/10_May_Schools_Guidance.pdf</p>
<p>Ensure everyone is advised to clean their hands thoroughly and more often than usual</p>	<p>We will ensure that pupils clean their hands regularly, including:</p> <ul style="list-style-type: none"> • when they arrive at the school • when they return from breaks • if they change rooms • before and after eating 	
<p>Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach</p>	<p>Continue to highlight the 'catch it, bin it, kill it' approach and ensure that there are enough tissues available around school to support pupils and staff to follow this routine.</p>	

<p>Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products, such as detergents</p>	<p>In line with the risk assessment and timetabling of the day, put in place and maintain an enhanced cleaning schedule. This includes:</p> <ul style="list-style-type: none"> • more frequent cleaning of rooms or shared areas that are used by different groups • frequently touched surfaces being cleaned more often than normal • cleaning toilets regularly • encouraging pupils to wash their hands thoroughly after using the toilet 	<p>https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/984843/10_May_Schools_Guidance.pdf</p>
<p>Minimise contact across the site and maintain social distancing wherever possible</p>	<p>Groups will be kept separate (in ‘bubbles’) and, where possible, appropriate distancing will be in place between individuals who are not in the same bubble.</p> <p>Steps will be taken to limit interaction, sharing of rooms and social spaces between groups as much as possible.</p> <p>We will keep children within their EYFS or Keystage bubbles but there will be some overlap between phases e.g shared toilet areas.</p> <p>Our three bubbles will be</p> <p>EYFS (Reception)</p> <p>Keystage 1 (Year 1/2)</p> <p>Keystage 2 (Year 3/4)</p> <p>However children will be taught in their own year group classes for the vast majority of the school day.</p> <p>We accept that within bubbles children will not be socially distanced.</p> <p>We will aim to keep designated staff to designated phase bubbles where possible, although there may be some potential cross over.</p> <p>Teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the timetable and specialist provision but we will minimise the number of interactions or changes wherever possible. Teachers and other staff are expected to maintain social distancing when moving around the school including to and from school drop off and pick up points. Staff have the option to wear a face covering should they wish to do so. In communal areas, where social distancing cannot be maintained, staff are expected to wear a face covering or a face shield and a face covering.</p>	<p>To date – these arrangements for bubbles are working well.</p> <p>Seating plans are in place for KS2 which will support track and trace should the need arise following a positive COVID test result</p> <p>Specific individual risk assessments in place for BAME, Medical</p>

<p>For pupils with SEND</p>	<p>Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. They, as well as other professionals can move between settings. They should ensure they minimise contact and maintain as much distance as possible from other staff. Such specialists will be aware of the PPE most appropriate for their role.</p>	<p>Risk assessment in place for identified SEND pupils</p>
<p>Ensure that there are clear guidelines for deliveries/contractors/visitors to the school site</p>	<p>Deliveries and contractors into school will be met at the front gate by office staff and accompanied (at distance) to the required area. Delivery personnel/contractors will be required to wear new gloves (provided by school) on entering site. Any surfaces touched by delivery personnel/contractors will then be cleaned by office staff upon leaving.</p> <p>Parents and Visitors invited into the school will be required to wash and/or sanitise their hands thoroughly and wear a face mask upon arrival.</p> <p>Parent tours will be limited to no more than 6 people at any one time.</p>	<p>A separate Transition Plan and Risk Assessment is in place re: September 2021 EYFS cohort</p>
<p>Ensure that equipment is used and shared safely</p>	<p>For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared where possible.</p> <p>Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces.</p> <p>Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <p>Outdoor playground equipment will be cleaned between bubble groups each day.</p> <p>Children can bring bags into school but we will continue to ask them to limit the amount of equipment they bring into the setting each day, to essentials such as lunch boxes, hats, coats, books, and a pencil case if appropriate.</p> <p>Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development.</p> <p>Similar rules on hand cleaning, cleaning of the resources and rotation apply to these resources.</p>	

<p>Keep occupied spaces well ventilated</p>	<p>When school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained. These can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> • mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated. If possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply (library) • natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air • natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so) <p>To balance the need for increased ventilation while maintaining a comfortable temperature, consider:</p> <ul style="list-style-type: none"> • opening high level windows in colder weather in preference to low level to reduce draughts • increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused) • rearranging furniture where possible to avoid direct draughts Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces. 	<p>https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm</p>
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<p>Use PPE as appropriate</p>	<p>Face coverings are not classified as PPE (personal protective equipment).</p> <p>Staff do not require PPE within the classroom. However in all communal areas and when moving around the school where social distancing cannot be maintained staff are expected to wear a face covering or a face shield and a face covering.</p> <p>PPE will also be needed for a small number of cases, including:</p> <ul style="list-style-type: none"> • Where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at school, and only then if a distance of 2 metres cannot be maintained • Where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used • When working with children and young people who cough, spit or vomit but do not have coronavirus (COVID-19) symptoms, only any PPE that would be routinely worn, should be worn. • When performing aerosol generating procedures (AGPs) <p>The school will undertake any personal risk assessments for staff as requested and support putting any agreed measures in place for individual staff.</p>	<p>See Intimate Care Policy</p>
<p>Promote and engage in asymptomatic testing</p>	<p>We have been supplied with lateral flow device (LFD) test kits to self-swab on a voluntary basis. Staff have been asked to take their test kits home and carry out the test twice a week.</p> <p>The LFD test will give a result in around 30 minutes. Staff must report their result to NHS Test and Trace as soon as the test is completed either online or by telephone as per the instructions in the home test kit. Staff should also share their result with their school to help with contact tracing.</p> <p>Testing is not mandatory for staff and staff do not need to provide proof of a negative test result to attend school or nursery in person, although participation in testing is strongly encouraged.</p> <p>Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p> <p>All children and young people can be tested if they have symptoms. This includes children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit.</p>	<p>https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries/rapid-asymptomatic-coronavirus-covid-19-testing-for-staff-in-primary-schools-school-based-nurseries-and-maintained-nursery-schools</p>

<p>Manage confirmed cases of coronavirus (COVID-19) amongst the school community</p>	<p>We will take swift action if we become aware that someone who has attended school has tested positive for coronavirus (COVID-19) having developed symptoms and taken a PCR test outside of school.</p> <p>We will contact the DfE via their helpline and follow their advice. Based on their advice, we will send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate immediately and for the next 10 full days counting from the day after contact with the individual who tested positive.</p> <p>Close contact means:</p> <ul style="list-style-type: none"> • anyone who lives in the same household as someone with coronavirus (COVID-19) symptoms or who has tested positive for coronavirus (COVID-19) • anyone who has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with a PCR or LFD test: <ul style="list-style-type: none"> - face-to-face contact including being coughed on or having a face-to face conversation within 1 metre or been within 1 metre for 1 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 <p>A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. We will not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the pupil or staff member who is self-isolating subsequently develops symptoms, unless they have been told to self-isolate by NHS Test and Trace or their public health protection team, in which case they must self-isolate.</p> <p>If someone in a class or group that has been asked to self-isolate develops symptoms themselves within the 10 days from the day after contact with the individual who tested positive, they should follow guidance for households with possible or confirmed coronavirus (COVID-19) infection. They should get a test, and:</p> <ul style="list-style-type: none"> • If the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop coronavirus (COVID-19) within the remaining days. 	<p>Contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority.</p> <p>DfE Helpline</p> <p>0800 046 8687</p> <p>https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/984843/10_May_Schools_Guidance.pdf</p>
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	<ul style="list-style-type: none"> • If the test result is positive, they should inform their school immediately, and should isolate from the day of onset of their symptoms and at least the following 10 full days. Their household should self-isolate starting from when the symptomatic person in their household first had symptoms and the next 10 full days, following guidance for households with possible or confirmed coronavirus (COVID-19) infection. <p>We will not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> <p>We will continue to complete the daily Education Setting Status form.</p>	
<p>Contain any outbreak by following PHE local health protection team advice</p>	<p>If we have 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, we will call the dedicated advice service who will escalate the issue to our local health protection team where necessary and advise if any additional action is required.</p>	

Specific Issue 2. School Operations	Control Measures	Notes & associated documents
Attendance	<p>Attendance is mandatory again from the 8th March. The usual rules on attendance apply, including:</p> <ul style="list-style-type: none"> - parents' duty to secure that their child attends regularly at their education setting where the child is a registered pupil at school and of compulsory school age - settings' responsibilities to record attendance and follow up absence - the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct - School will provide remote education for any pupils in the event of a local lockdown. <p>We will work with individual families as appropriate to support children coming back to school who are anxious about the return.</p> <p>School will provide remote education for any pupils required to isolate or shield.</p>	<p>https://www.gov.uk/government/publications/remote-education-temporary-continuity-direction-explanatory-note</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>
Provision for pupils not able to attend school	<p>We will provide remote education to pupils who are unable to attend school because they are complying with government guidance or legislation around coronavirus (COVID-19), in the circumstances provided for in the Remote Education Temporary Continuity Direction. We will keep a record of this activity but do not need to record it in the attendance register. We will offer pastoral support to pupils who are:</p> <ul style="list-style-type: none"> • self-isolating • shielding • vulnerable 	<p>https://www.gov.uk/government/publications/remote-education-temporary-continuity-direction-explanatory-note</p>
Attendance of staff	<p>All staff must follow the system of controls to minimise the risks of transmission.</p> <p>CEV staff are advised to work from home where possible, but can attend the workplace if this is not possible. CV staff can continue to attend school.</p> <p>There is further guidance in the document here about different groups of staff including pregnant staff.</p>	<p>https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk/</p>

SEBMAT Staffing	<p>On entry to school site thoroughly wash/sanitise hands. Limit close prolonged contact with multiple staff and bubbles. Limit the transfer of physical materials between school sites. PPE if appropriate. Consider virtual meetings if appropriate and preferable.</p>	
Volunteers	<p>Volunteers are able to be in school to support the work of the setting from Monday 17th May 2021.</p> <p>We will continue to follow the checking and risk assessment process as set out in the volunteer section in Part 3 of Keeping children safe in education.</p> <p>There will be no mixing of volunteers across classes and they should remain 2 metres from pupils and staff where possible.</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/954314/Keeping_children_safe_in_education_2020_-_Update_-_January_2021.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/984843/10_May_Schools_Guidance.pdf</p>
Recruitment	<p>We can continue recruiting members of staff if necessary. The Teaching Vacancies service can help schools to list vacancies for both permanent and fixed-term teaching staff quickly.</p> <p>We will consider a flexible approach to interviews, with alternative options to face-to-face interviews offered where possible.</p> <p>Where face-to-face meetings are necessary, we will ensure our control measures are shared in advance and make it clear to candidates that they must follow the system of controls that we have in place. This includes any requirements for wearing face coverings where social distancing cannot be managed safely.</p> <p>When recruiting, we will continue to adhere to the legal requirements on pre-appointment checks as set out in part 3 of keeping children safe in education.</p>	<p>The DfE teaching blog provides:</p> <ul style="list-style-type: none"> • information on the experience of implementing interviews remotely • advice that can be sent to candidates on how to prepare for remote interviews
Trainees	<p>ITT trainees can continue to go into their host school or college on placement.</p> <p>Trainees who go to their placement should be offered coronavirus (COVID-19) testing in the same way other school staff are. They are expected to follow all control measures put in place by host schools.</p>	

<p>Performance management</p>	<p>Schools must continue to follow the school teachers’ pay and conditions document. All pay progression for teachers must be linked to performance management. You should consider adapting performance management and appraisal arrangements to take account of the current circumstances, particularly where these have had an impact on the ability of the teacher to meet fully their objectives. Teachers must not be penalised during the appraisal process or any subsequent pay progression decisions because of the decision to restrict pupil attendance at schools. You should carry out any appraisals and performance management for support staff in accordance with the employee’s contract of employment.</p>	
<p>School meals</p>	<p>Our kitchen will be fully open and normal legal requirements will apply to the provision of food for pupils, including ensuring food meets the standards for school food in England.</p> <p>This includes for those eligible for:</p> <ul style="list-style-type: none"> • benefits-related free school meals • universal infant free school meals <p>We will follow the guidance for food businesses on coronavirus (COVID-19).</p> <p>We will also continue to provide free school meal support to pupils who are eligible for benefits-related free school meals and who are learning at home during term time.</p>	<p>https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19</p>
<p>Educational Visits</p>	<p>We are now able to undertake educational visits as well as have visitors in school to deliver educational experiences to the children. Separate Risk Assessments for these will be undertaken as required and all procedural expectations will be adhered to.</p> <p>We will review this prior to Autumn term 2021</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/984843/10_May_Schools_Guidance.pdf</p> <p>https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits</p>

<p>Wraparound provision:</p> <p>Breakfast Club</p> <p>After School Club</p> <p>Toast Club</p>	<p>From 8 March, we will work to resume Breakfast Club, After School Club and Toast Club where this provision is necessary to support parents to work, attend education and access medical care, and is as part of pupil's wider education and training.</p> <p>The Health Protection (Coronavirus, Restrictions) (All Tiers) (England) Regulations 2020 to allow for this.</p> <p>Vulnerable children can attend these settings regardless of circumstance. You should advise parents that where they are accessing this provision for their children, that they must only be using this, where:</p> <ul style="list-style-type: none"> • the provision is being offered as part of the school's educational activities (including catch-up provision) • the provision is as part of their child's efforts to obtain a regulated qualification or meet the entry requirements of an education institution • the use of the provision is reasonably necessary to support them to work, seek work, undertake education or training, attend a medical appointment or address a medical need or attend a support group <p>We will also continue to work closely with any external wraparound providers which your children may use to try to keep them in the same bubble they are in during the school day, as far as possible.</p> <p>Where parents are using external childcare providers or out of school extra-curricular activities for their children, we will also:</p> <ul style="list-style-type: none"> • advise them to limit their use of multiple out-of-school settings providers, and to only use one out-of-school setting in addition to school as far as possible. • encourage them to check providers have put in place their own protective measures • send them the link to the guidance for parents and carers 	<p>https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/984843/10_May_Schools_Guidance.pdf</p>
<p>School uniform</p>	<p>Children will resume wearing uniform as usual from the 8th March.</p> <p>Uniforms do not need to be cleaned:</p> <ul style="list-style-type: none"> • more often than usual • using different methods <p>Extra layers under shirts will be encouraged as necessary depending on class temperatures.</p>	

Fire safety	<p>Fire safety management plans have been reviewed and checked in line with operational changes.</p> <p>To be checked</p> <ul style="list-style-type: none"> • all fire doors are operational at all times • our fire alarm system and emergency lights have been tested and are fully operational <p>We will carry out emergency drills as normal (following social distancing as appropriate).</p>	https://www.gov.uk/government/publications/fire-safety-in-new-and-existing-school-buildings
Opening after reduced occupancy	<p>All the usual building checks to make the school safe will be undertaken. If buildings have been closed or had reduced occupancy, water system stagnation can occur due to lack of use and we are aware of the increase in the risk of Legionnaires' disease.</p>	https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown
<p>Specific Issue</p> <p>3. Curriculum, Behaviour and Pastoral Support</p>	<p>Control Measures</p>	<p>Notes</p>
Remote Education	<p>Attendance will be mandatory for all pupils of compulsory school age from 8 March. Schools affected by the Remote Education Temporary Continuity Direction are still required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around coronavirus (COVID-19). This includes, for example, where such guidance means that a class, group or small number of pupils need to self-isolate or that clinically extremely vulnerable children are to shield.</p> <p>All such pupils not physically unwell should have access to remote education as soon as reasonably practicable, which may be the next school day.</p> <p>Our details of our strategy for Remote/Blended Education can be found on our website: https://www.etonporny.org.uk/parent-information/home-learning</p>	https://www.gov.uk/government/publications/remote-education-temporary-continuity-direction-explanatory-note
Remote education and safeguarding	<p>Keeping children safe online is essential. The statutory guidance keeping children safe in education provides the information on what we are doing to protect our pupils online.</p>	https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19?utm_source=remote_education

<p>Curriculum</p>	<p>We will ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the support needed to make good progress.</p> <p>The key principles that underpin our advice on curriculum planning are as follows: • Education is not optional. All pupils receive a high-quality education that promotes their development and equips them with the knowledge and cultural capital they need to succeed in life.</p> <ul style="list-style-type: none"> • 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. Informed by these principles, you should meet the following key curriculum expectations: • Teach an ambitious and broad curriculum in all subjects. Where appropriate, teaching time will be prioritised to address the most significant gaps in pupils’ knowledge. <p>We will ensure that curriculum planning is informed both by an assessment of pupils’ starting points and gaps in their knowledge, and an understanding of what is the most critical content for progression. To achieve this, we may need to make substantial modifications to our curriculum and will make effective use of regular formative assessment while avoiding the introduction of unnecessary tracking systems. We will use existing flexibilities to create time to cover the most important content in which pupils are not yet secure.</p>	<p>Our children are continuing to receive a broad and balanced curriculum</p> <p>We are continuing to prioritise mental health and well-being</p> <p>Gaps in Science learning and teaching is also a key feature within our recovery curriculum</p> <p>https://www.etonporny.org.uk/school/catch-up-premium</p>
<p>EYFS</p>	<p>For pupils in Reception, disapplications of specific EYFS requirements can be used where coronavirus (COVID-19) restrictions prevent settings delivering the EYFS in full.</p> <p>We will consider focusing more on the prime areas of learning in the EYFS, including communication and language, personal, social and emotional development, and physical development, if you think this would support your children following time out due to coronavirus (COVID-19).</p> <p>Teachers will also assess and address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary.</p> <p>We will consider how all groups of children can be given equal opportunities for outdoor education.</p>	<p>We will follow this guidance as needed</p> <p>https://www.gov.uk/government/publications/early-years-foundation-stage-framework-2/early-years-foundation-stage-coronavirus-disapplications</p>

<p>KS1 and 2</p>	<p>For pupils in Key Stages 1 and 2, we will prioritise identifying gaps and re-establishing 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.</p> <p>We will ensure our curriculum offer remains broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, music and the arts, physical education and sport, religious education and, at Key Stage 2, languages.</p>	
<p>RSHE</p>	<p>As required, we will provide some relationships and health education to all primary age pupils.</p> <p>As required by law we have published a Relationships and Sex Education (RSE) policy which involved consultation with parents.</p> <p>We will focus this year’s RSHE teaching on the immediate needs of our pupils, such as health education. We will prioritise RSHE content based on the needs of your pupils, with particular attention to the importance of positive relationships, as well as mental and physical health.</p>	<p>https://resources.finalsite.net/images/v1607949482/sebmatcom/afo3rwhrkmm3ynukukgk/PHSEandRSEPolicy20.pdf</p>
<p>Music, dance and drama</p>	<p>We will continue to teach music, dance and drama as part of our school curriculum, especially as this builds pupils’ confidence and supports their wellbeing.</p> <p>There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance or drama takes place.</p> <p>Singing can be undertaken in line with this and other guidance, including guidance provided by the DCMS for professionals and non-professionals, available at working safely during coronavirus (COVID-19): performing arts.</p>	<p>https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/984843/10_May_Schools_Guidance.pdf</p>

<p>Physical activity</p>	<p>We have flexibility to decide how physical education, sport and physical activity will be provided while following the measures in our system of controls.</p> <p>Pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups.</p> <p>We will aim to be outside where possible but can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within our own system of controls.</p> <p>For sport provision, outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, 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.</p> <p>External facilities will also be used in line with government guidance for the use of, and travel to and from, those facilities.</p> <p>Where we are considering team sports we will only consider those sports whose national governing bodies have developed guidance under the principles of the government’s guidance on team sport and been approved by the government i.e. sports on the list available at grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events.</p> <p>Competition between different schools will not take place until wider grassroots sport for under 18s is permitted.</p> <p>Activities such as making break times and lessons active and encouraging active travel can help pupils to be physically active while encouraging physical distancing.</p> <p>We will work with Windsor Schools Sports Partnership following appropriate guidance.</p>	<p>https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation</p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-grassroots-sports-guidance-for-safe-provision-including-team-sport-contact-combat-sport-and-organised-sport-events</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/984843/10_May_Schools_Guidance.pdf</p>
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<p>Catch up support</p>	<p>A one off payment will be made to the school for catch up support for the next academic year.</p> <p>We will seek to use the advice from the EEF to guide our spending decisions.</p> <p>Explore and consider using the EEF recommended National Tutoring Programme.</p> <p>Our funding has been allocated to an additional member of teaching staff for the first half term and later in the academic year (summer term). It is also being used for specific intervention programmes and sessions led by our assessment and data analysis of individual achievement.</p> <p>See Catch Up Premium document on the website: https://www.etonporny.org.uk/school/catch-up-premium</p>	<p>https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/</p> <p>https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/</p> <p>https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/</p>
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<p>Behaviour</p>	<p>Our Behaviour for Learning sets out clear, reasonable and proportionate expectations of pupil behaviour and the consequences for poor behaviour and deliberately breaking the rules. It also sets out how we will enforce those rules including any sanctions, especially for any restrictions on movement within school and new hygiene rules.</p> <p>Lack of routine, and classroom discipline may contribute to disengagement for some pupils returning to school. This could result in an increase in poor behaviour. We will consider what additional support may be needed for those who:</p> <ul style="list-style-type: none"> • may struggle to reengage in school • are at risk of being absent or persistently disruptive <p>Some pupils may return to school having suffered from:</p> <ul style="list-style-type: none"> • bereavement • anxiety • in some cases, increased welfare and safeguarding harms <p>This may lead to an increase in social, emotional and mental health concerns, particularly for vulnerable groups such as:</p> <ul style="list-style-type: none"> • pupils with a social worker • previously looked-after children who left care through adoption or special guardianship • young carers <p>These pupils may need additional support and access to services such as educational psychologists, social workers and counsellors. Additionally, provision for pupils who have SEND may have been disrupted during the period of restrictions on attendance and there may be an impact on their behaviour.</p> <p>We will work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.</p> <p>Work closely with parents where children are not able to follow behaviour guidelines to look at the most effective ways to support them</p> <p>Staff to continue to remind pupils about Ready / Respectful / Responsible with a focus on what 'safe' looks like.</p> <p>We will work with those pupils who may struggle to engage in school and are at risk of being absent or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.</p> <p>There will be a separate Risk Assessment for any child with SEN who may experience social distancing behaviour difficult.</p>	
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<p>Pupil wellbeing and support</p>	<p>Some pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation.</p> <p>We will consider using pastoral and extra-curricular activities 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 (COVID19) • support pupils with approaches to improving their physical and mental wellbeing <p>We may also need to provide more focused pastoral support for pupils' individual issues, drawing on external support where necessary and possible.</p> <p>Where there is a concern a pupil is in need or suffering or likely to suffer harm, we will follow our child protection policy and part 1 of keeping children safe in education. We will consider any referral to statutory services (and the police) as appropriate. We will work with school nurses, where they are in place, to:</p> <ul style="list-style-type: none"> • ensure delivery of the healthy child programme (which includes immunisation) • identify health and wellbeing needs • provide support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues • support pupils with additional and complex health needs <p>There is a range of support and resources available for staff and pupils and it will always be our aim to offer support and/or signpost appropriately.</p> <p>Teachers will have a focus on well-being with their classes on their return to school with a focus on:</p> <ul style="list-style-type: none"> - supporting the rebuilding of friendships and social engagement - addressing and equipping pupils to respond to issues linked to coronavirus (COVID-19) - supporting pupils with approaches for improving their physical and mental wellbeing <p>TAs will all have input from the school SENDCO and ELSA to enable them to use some of the resources more widely and with more pupils if needed.</p> <p>School will engage with relevant training with regard to the recovery curriculum We will draw on external support where necessary and possible. The Wellbeing for Education Return programme, provides training and resources to help school staff respond to the wellbeing and mental health needs of pupils. The training provides practical examples to support staff and pupils within a school.</p>	<p>https://www.gov.uk/government/news/8m-programme-to-boost-pupil-and-teacher-wellbeing</p> <p>https://www.gov.uk/guidance/teaching-about-mental-wellbeing</p> <p>CPD has been and continues to be in place with regard to mental health and well-being (Place2be)</p> <p>DfE funded and delivered through the LA -Mental Health and Well-Being for Educational Return)</p> <p>Specific individual risk assessments in place for BAME and Medical,</p>
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<p>Safeguarding</p>	<p>We will continue to have regard to the statutory safeguarding guidance keeping children safe in education.</p> <p>We will consider revising our child protection policy to reflect the return of more pupils – this will be led by our designated safeguarding lead.</p> <p>We will aim to give our designated safeguarding leads and their deputies more time to:</p> <ul style="list-style-type: none"> • support staff and pupils with new safeguarding and welfare concerns • handle referrals to children’s social care and other agencies where appropriate <p>The designated safeguarding lead will continue to co-ordinate with children’s social care, the local three safeguarding partners and other agencies and services to identify harm and ensure children are appropriately supported. They will speak to school nurses who have continued virtual support to pupils who have not been in school.</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/954314/Keeping_children_safe_in_education_2020_-_Update_-_January_2021.pdf</p>
<p>Specific Issue 4. Assessment and Accountability</p>	<p>Control Measures</p>	<p>Notes</p>
<p>Assessment</p>	<p>Statutory primary assessments will not take place in summer 2021. However we intend to engage with the Local Authority voluntary moderation process for Key Stage 1 assessments through the use of a virtual moderation system using Pobble.</p> <p>We will also conduct a Phonics Screening Check with Year 1 and any pupils in Year 2 who did not achieve the standard during the Autumn term in the Summer term.</p> <p>We will also conduct a year 4 multiplication tables check</p> <p>We will engage with moderation within our Trust Primary Schools and with RBWM LA</p>	<p>Phonics screening for Year 2 completed and results submitted to RBWM.</p>

Specific Issue 5. Contingency Planning for Outbreaks	Control Measures	Notes
Contingency planning for outbreaks	<p>For individuals pupils or groups of pupils needing to self-isolating, remote education plans and resources are in place.</p> <p>The details of our strategy for Remote/Blended Education can be found on our website: https://www.etonporny.org.uk/parent-information/home-learning</p>	<p>https://www.gov.uk/government/publications/coronavirus-covid-19-contingency-framework-for-education-and-childcare-settings/contingency-framework-education-and-childcare-settings-excluding-universities</p>