

# COVID19: Full Opening from March Risk Assessment and Action Plan

SCHOOL NAME: Galleywood Infant School

OWNER: Sarah Manning

DATE: 3<sup>rd</sup> March 2021

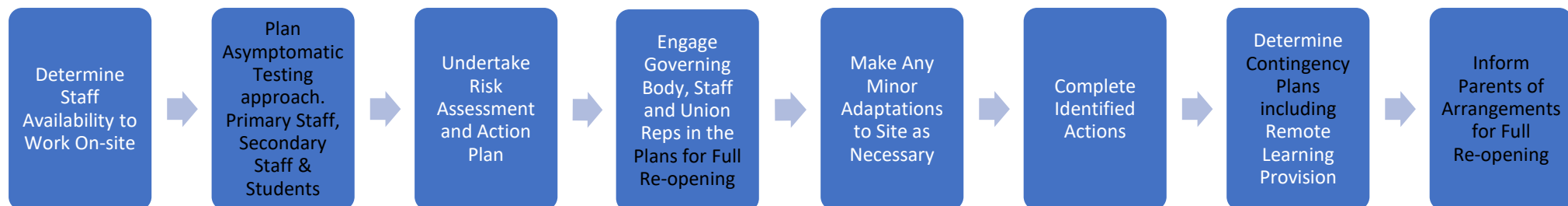
## Purpose of this document:

This COVID19: Risk Assessment and Action Plan document sets out the decisions taken and measures put in place to plan for the return to onsite education from March 8<sup>th</sup> and ensure the school continues to operate in a safe way following full opening.

Existing policies and guidance continue to apply alongside the actions within this document, including but not limited to:

- Health and Safety Policy
- First Aid Policy
- Child Protection Policy (Jan '21) – to cover lockdown
- CYP Response Plan (Jan '21)
- DFE Guidance relating to COVID19
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
- The Health Protection (Notification) Regulations 2010
- Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'

## Risk Assessment for Full Re-opening:



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\*The below table includes examples in grey, these are not exhaustive.

Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Action Completed Date	Risk Level Post-Action
<b>Engagement in Risk Assessment and Planning</b>	Risk assessment process fully engages staff, governing body and union representatives.					
<b>Site Arrangements</b>	Office spaces re-designed to allow office-based staff to work safely (considering remote working where appropriate).	Restricted space in school office	N/A	Two members of office team can sit 2 metres apart. Workroom available as alternative. Staff visiting office to wear facemasks. Cold packs, cleaning supplies located in hall to reduce need for staff to enter office. Head bump book in strong room.		L
	Entry and exit routes to the school are in place, any physical changes and/or signage required to allow social distancing are in place.	Bottlenecks likely at entrance to school and outside classrooms.	M	2-metre markers are present on pathways. One-way system in place to enter and exit the school. Signage in place on school fence.  Staff outside at beginning/end of the school day at key points: Main playground by silver birch at home time Parents collecting from Rabbits classroom wait in Quiet area.	Drop off and pick up times will be kept under review:  Foundation Stage classes: Drop off 8:50-9am Collect 2:50-3pm Yr1 and Yr2 classes Drop off 8:50-9am Collect 3-3:10pm. Review after 3 wks.	L
	Consideration given to premises lettings and approach in place.	Lettings to recommence from April 2021 in consultation with Bowls club. YMCA continue from 8 <sup>th</sup> March.	M	Separate risk assessment for lettings to be completed with representative of club, JT and SJM re: extent of access, hand sanitation, enhanced cleaning.	YMCA following own RA.	L

	Consideration given to the arrangements for any deliveries.	Deliveries now taking place as normal.				L
<b>Emergency Evacuations</b>	<p>Evacuation routes are confirmed, and signage accurately reflects these.</p> <p><i>NB In the event of emergency the priority is getting out of the building calmly regardless of social distancing.</i></p> <p>Consideration given to PEEP – buddies are assigned or reassigned according to available persons.</p> <p>Arrangements in place to support individuals with reduced mobility including cover arrangements in the case of reduced numbers of staff.</p>	<p>All classrooms have an evacuation route displayed.</p> <p>All children and some staff will be working in a new teaching space from September.</p> <p>N/A at present</p>	M	<p>The evacuation procedure remains unchanged. Staff to ensure they are familiar with route from their current teaching space.</p> <p>Fire drill to take place in March once all classrooms back in use.</p>	<p>Fire drill at least every half term</p>	L
<b>Cleaning and waste disposal</b>	<p>Enhanced cleaning regime is in place in line with <a href="#">COVID19: Cleaning in non healthcare settings guidance</a>.</p>	<p>Additional time needed to clean toys and equipment.</p> <p>Cleaning required at more frequent intervals, clean tables before and after lunchtime.</p> <p>Cleaners require social distancing, not to be working in classrooms with staff teams.</p>	M	<p>Enhanced cleaning schedule implemented throughout the site, ensuring contact points, worksurfaces, door handles, taps etc. are all thoroughly cleaned and disinfected regularly.</p> <p>Pinnacle cleaners work from 2:45-5:45pm daily.</p> <p>Soap and paper towels must not be allowed to run out. Class teams check and notify office.</p> <p>Enhanced cleaning regime in all classrooms. Materials provided, schedule in place, class teams</p>	<p><i>Update cleaning schedule for full reopening in March 21</i></p> <p><i>Recorded cleaning schedule in place for office area.</i></p>	L

				responsible for ensuring this takes place. Initials required.		
	Cleaning staff capacity is adequate to enable enhanced cleaning regime.		M	Antibac wipes in ladies toilet for staff to wipe taps and basin after use. All staff to put their own mugs, cutlery, etc in the dishwasher.		L
	Adequate cleaning supplies and facilities around the school are in place.  Arrangements for longer-term continual supplies are also in place.	<i>Need constant and secure supply of hand sanitiser, tissues, soap, anti-bac, cleaning supplies</i>	M	Cleaning supplies stored in work room.  Lidded bins in classrooms  Disposable tissues in each classroom to implement the 'catch it, bin it, kill it' approach  JT/FD liaise and ensure supplies are in place and orders raised as necessary.	Online ordering is working well- staff continue to check & not allow supplies to run out.	L
	Sufficient time is available for the enhanced cleaning regime to take place.		M	Staff leave classrooms to enable cleaners full access		L
	Waste disposal process in place for potentially contaminated waste.		M	Waste bags and containers - kept closed and stored separately from communal waste for 72 hours Waste collections made before normal opening.		L
	Process in place for safe removal and/or disposal of face masks.		M	Staff take masks home to wash daily. Disposable masks go in black sacks.		L
<b>Classrooms</b>	Classrooms allow as much space between individuals as practical.	Classrooms arranged with forward facing desks in Yr2, grouped tables in Yr1.	M	Personal trays stored under tables/on shelving so not a trip hazard. 2 children to a desk, consistent class bubble indoors.		L

	Classroom entry and exit routes have been determined and appropriate signage in place.	<i>Children and adults familiarise themselves with exit routes from all class bases.</i>	L	Children enter and leave classrooms through outside doors. Owls class through green door to ease playground congestion. Parents wait for Rabbits class in Quiet area.		L
	Appropriate resources are available within all classrooms e.g. IT, age specific resources. NB: sharing of equipment should be limited to the bubble where possible and cleaned between uses if sharing across bubbles.  Non-essential equipment or resources which are not easily washable or wipeable have been removed.  Information posters are displayed in every classroom, at the main entrance, places visible to those at the school gate, in the staffroom and in all toilets.	<i>Early Years equipment needs to be cleaned after use.</i>  <i>Soft toys, cushions and beanbags in classrooms, library and sensory room not easily washable.</i>  <i>Additional Covid19 posters needed as reminders</i>	L	Each child has a named drawer with all personal equipment: pencil, glue stick, scissors, number materials, books. Milton available for washing of FS play equipment.  Reading books distributed to individual children on a Friday- books from prev week may be taken home on a Friday and returned for quarantine period following Friday. Posters from Twinkl printed, laminated, displayed. Teachers to share these, discuss with children. Display posters in classrooms, toilet areas, main entrance  Parents asked and reminded to wear face coverings for drop off & pick up  Classrooms are well ventilated with doors and windows open whenever possible to allow flow of fresh air.	<i>Reminders to families about Friday books.</i>  <i>Replace/ refresh posters as needed.</i>  <i>Poster at front door to remind staff about hand sanitiser.</i>	L  L  L
<b>Staffing</b>	Staffing numbers required for full re-opening have been determined including support staff such as facilities, IT, midday and office/admin staff.	Two people with paediatric first aid qualification will be in school all day, every day.	L	.First aid equipment available in classrooms. First aid log to be completed by staff member	<i>Class teams keep first aid bags replenished</i>	L

		RF's Paediatric first aid qualification renews 16 <sup>th</sup> April.	L	Office team respond to email/phone contact from staff where additional first aid assistance required, e.g. cold pack, phone call home.  Book new MDAs onto 1 <sup>st</sup> aid training summer term.		
	Approach to staff absence reporting and recording in place. All staff aware.	Ensure staff know how to record their attendance and absence.		Staff absence recording and reporting remains unchanged.	<i>FD to prepare new signing in book from 8.3.21</i>	
	Risk assessments in place for those staff who are shielding, (clinically extremely vulnerable), and appropriate arrangements for mitigating risk are identified.  Communication arrangements are in place with those staff and their role in continuing to support the working of the school is clear.	No staff currently need to shield. One cleaner not employed by school still shielding and hours covered by Pinnacle.				L
	Plans to respond to increased sickness levels are in place. Cover arrangements determined (including leaders and safeguarding designated leads) – on a weekly rather than daily basis to minimise contacts.					
	Consideration given to staff clothing expectations and information shared with staff. to ensure clothes worn are easily washable (e.g. no ties).			N/A	<i>Staff and pupils come to school in active wear on PE days.</i>	

	Approaches for meetings and staff training in place.	Staff room used when group is small and social distancing is possible-Max 5 people seated. All externally led training delivered by Zoom this term.	L	Weekly email continues for staff updates and communication. Staff meetings take place in hall or library to allow appropriate spacing		L
	Staffing roles and responsibilities with regards to the contingency remote provision alongside in-school provision agreed and communicated.	Home learning materials may be needed at short notice for individual children/ class/ cohort due to isolation.		In the event of a child being absent due to isolating, appropriate classwork is emailed.  In the event of a bubble being sent home from school Remote Learning plan will resume: Writing book and reading books, pack of maths equipment. White Rose maths and video links. Topic activities.		L
	Consideration given to the options for redeployment of staff to support the effective working of the school.  If redeployment is taking place staff are aware of controls and processes in respect of tasks they are unfamiliar with.	TAs may be required to cover classes in the event of teachers needing to isolate.  Teachers and TAs administer first aid in classrooms in first instance- refer to office as needed.	M	Trained first aiders located throughout the school for consultation if required. Lists displayed in key areas. First aid concerns to office- FD has paediatric first aid qualification and all office team have current 1 <sup>st</sup> aid qual.		L
	Approach to support wellbeing, mental health and resilience in place, including bereavement support.  How staff are supported to follow this within their own situations		M	Staff aware of available support and advice for schools and pupils available from ECC, including the Educational Psychology service <a href="https://schools.essex.gov.uk/admin/COVID-19/Pages/default.aspx">https://schools.essex.gov.uk/admin/COVID-19/Pages/default.aspx</a> Bereavement Policy adopted by Govs July 20.		I



	and that of pupils and colleagues is clear.			Document <b>Emotional Wellbeing and Mental Health Support Recovery and Return</b> to all staff via email- many relevant links.  Any concerns about families- speak to Sarah or Chloe for referral pathway. Supervision in place for staff to book 30min session.	
	Arrangements for accessing testing are in place. Staff are clear on how and when to access a test.	Staff take lateral flow tests 2 x weekly and report results.	<b>M</b>	Information to parents about access to lateral flow tests for adults family members	L
	Arrangements in place for any visitors/ contractors on site, protocols and expectations shared.  NB: Their employer may require them to wear PPE. This should be documented as part of the risk assessment carried out by the Contractor.	Only essential visits during the school day, e.g. social workers, counsellors, health visitors. Contractors visit out of hours if possible. Leaflet for all visitors to share school protocols.	<b>M</b>	Check with the contractor any requirements their employer has specified before visit. Share school protocols in advance.	L
	Arrangements in place for any externally employed adults delivering learning in school e.g. sports coaches, music tutors, forest school leaders. Protocols and expectations shared.	<i>Premier Sport have their own risk assessment &amp; protocols</i>  <i>PE coaches wear masks unless at least 2m from children/ staff.</i>  <i>Forest schools takes place but without parent helpers.</i>	<b>M</b>	Music lessons and sports lessons to resume with appropriate spacing and no equipment shared between bubbles. PE mats cleaned between classes. Individual piano lessons will not resume this term After school sports clubs restart from 8 <sup>th</sup> March.	L

<b>Group Sizes</b>	<p>All bubbles have been determined in accordance with the principle of limiting social interaction and small, consistent groups of CYP, that can remain separate from other people and groups.</p> <p>All children and young people are included in distinct groups/ 'bubbles' that do not mix and the number of children and young people in each bubble is as small as possible.</p>	<p>Bubble set at 30 (class bubble) for Yr1 and Yr2 when indoors and 60 for Foundation Stage. Review 12<sup>th</sup> April.</p> <p>Some Support staff shared across year group with contacts minimised, no entry to classrooms. Some shared teaching spaces e.g. hall for gymnastics. FS classes share garden and share hall at lunchtimes.</p>	<b>M</b>	<p>Yr2 lunch follows FS lunch- tables cleaned thoroughly, separate set of chairs.</p> <p>Small group from each bubble taught together for ext English, catch up English and maths: At least 1metre spacing between children from diff bubbles in demountable classroom. No collaborative tasks across bubbles. Review at Easter.</p>		<b>L</b>
	<p>Staffing allocations to groups determined, minimising contact with multiple groups as much as possible</p>	<p><i>Teachers, TAs and MDAs allocated to minimise contact with multiple groups.</i></p> <p><i>Adults responsible for additional handwashing and avoiding close contact with children where possible.</i></p>	<b>M</b>	<p>Support staff timetable minimises contact across groups.</p> <p>Breakfast club and after school clubs- children stay in year group bubbles.</p>		<b>L</b>
	<p>Identified solutions to any workforce capacity issues are in place.</p>	<p><i>Every effort is made to keep cover staff consistent within bubbles to cover absence or training.</i></p>				<b>L</b>
<b>Social Distancing</b>	<p>Arrangements for social distancing in place to consider:</p> <ul style="list-style-type: none"> <li>Staggered school drop off/pick up times and locations (if possible)</li> </ul>		<b>M</b>	<p>Children use toilets &amp; wash handbasins in classrooms.</p> <p>Drop off window (10 mins) &amp; staggered pick up times communicated to parents and to StM.</p>	<p>Keep drop off &amp; pick up times under review and adjust if any bottle necks occur.</p>	<b>I</b>

	<p>without reducing teaching time</p> <ul style="list-style-type: none"> <li>• Staggered or limited amounts of moving around the school/ corridors</li> <li>• Classroom design</li> <li>• Break and lunch times are staggered. Plans for social distancing during these times in place, such as when queuing for lunches</li> <li>• Toilet arrangements</li> </ul>			<p>Reminder to parents not to gather near the gate</p> <p>Staggered lunch break: 12noon FS 12:10/12:15 Yr1 12:20/12:30 Yr2</p> <p>Rolling morning break time. Use corridor toilets, e.g. to ease queuing - class team responsible for cleaning toilets/basins immediately.</p>	<p>No queue for lunches</p> <p>Routines minimise time children spend in transit between 2 places</p>	
Approach to avoiding children and young people entering school congregating and breaching social distancing is in place.	<i>Drop off and pick up system changed to avoid clusters of children and parents.</i>	L	Routines established: On arrival, children enter classrooms by external door, wash hands and go straight to tables.		L	
Approach to potential breaches of social distancing in place, including in the case of repeat or deliberate breaches.			Handwashing and cleaning (if needed) Conversations with parents Risks assessments and individualised approach in place for students who might struggle to follow expectations		L	
Approach to assemblies – if still occurring, plan in place to manage social distancing.		L	Year group assemblies for Yr1 and Yr2. Children sit in class bubbles- assembly spots on the floor until expectations understood		L	
Social distancing plans communicated with parents, including approach to breaches.		M	Clear communication prior to return. SJM outside to monitor compliance and address and breaches. Parents and carers required to wear face mask on school site unless exempt. Reminders in newsletter and HT on		L	

				playground. Parents reminded to leave school site promptly after drop off/ pick up. Liaise with StM to reduce lengthy wait for pick up.		
	Arrangements in place for the use of the playground, including equipment.	<i>Outdoor play equipment is wooden and difficult to clean between groups. Bubbles of children should not mix at playtimes.</i>	<b>M</b>	Outdoor play space timetabled for break and lunchtimes. Large play equipment timetabled. Children wash hands before and after use.	<i>Large play equipment used by bubbles. Not used after school</i>	<b>L</b>
<b>Transport</b>	Information shared with parents regarding pupils travelling to school, encouraging walking and avoiding public transport as much as possible.	<i>2 families travel by bus and have no choice in this.</i>				
	Support in place for CYP who have no alternative, to access public transport safely, adhering to social distancing protocols where possible.		<b>L</b>	Flexible arrival and departure times for 2 families who need to travel by bus/ depend on lifts.		<b>L</b>
<b>Catering</b>	Arrangements in place to provide food to CYP on site, including the requirement of universal free school meals.	Our kitchen has remained open throughout this period.	<b>L</b>	N/A		
	Arrangements for the continued provision of FSMs for eligible children not attending school due to shielding or self-isolation are in place.		<b>L</b>	Vouchers will be issued where children eligible for FSM need to isolate		<b>L</b>
	Arrangements for when and where each group will take lunch (and snack time if necessary) are in	Bubbles should not mix at lunchtimes. Different bubbles of children should not use	<b>M</b>	Yr1 children eat lunch in classrooms. 2 MDAs for each bubble. Lunches served in the hall and collected by MDA.		<b>L</b>

	place so that children do not mix with children from other groups.	the same space without cleaning.		FS and Yr2 children eat in the hall, two sittings, tables spaced to separate Yr2 bubbles.		
	Arrangements for food deliveries in place	Fully in place throughout closure period				
PPE	PPE requirements understood and appropriate supplies in place.		M	Plastic gloves and aprons in all classrooms. Rubber gloves for cleaning in each classroom.		L
	Approach to face coverings updated to include inside the classroom where social distancing is not possible, for secondary schools and outside of the classroom only for primary staff.		M	All staff wear face masks in school in shared spaces, corridors, staffroom, ladies' toilet, hall. Staff wear a face mask <b>at any time</b> when they are within two metres of a child, parent or colleague. Remove masks safely, store in a plastic pocket, clean hands. Small supply of disposable masks in case a visitor or member of staff forgets		L
<b>Response to suspected/ confirmed case of COVID19 in school</b>	<p>Approach to confirmed COVID19 cases in place: during school day</p> <ul style="list-style-type: none"> <li>Which staff member/s should be informed/ take action</li> <li>Area established to be used if an individual is displaying symptoms during the school day and needs to be isolated</li> <li>Cleaning procedure in place</li> <li>Arrangements for informing parent community in place</li> </ul>	<p><i>Risk of spreading infection more widely to children and staff.</i></p> <p><i>Risk to other family members if a child has spent time with somebody confirmed to have C19.</i></p>	M	<p>If an individual displays symptoms during the school day:</p> <ul style="list-style-type: none"> <li>Notify office</li> <li>Move child/ adult to demountable using outside doors</li> <li>Office to contact parent for immediate collection</li> <li>Adult to wear mask &amp; PPE</li> <li>After collection, close demountable, leave until test result received, clean thoroughly. If positive, leave for 72hrs before cleaning.</li> </ul> <p>Email to parents or staff member when they notify us of self or family member with symptoms: date of return clearly recorded on SIMS.</p>	<i>Clear, consistent and up to date info for staff and families.</i>	L

	<p>Approach to confirmed COVID19 cases in place: outside of school hours</p> <ul style="list-style-type: none"> <li>• Cleaning procedure in place</li> <li>• Arrangements for informing parent community in place</li> <li>• Contact tracing arrangements if needed</li> </ul>	<p><i>If somebody develops symptoms outside school hours and C19 confirmed we need to trace and contact all adults and children who have been in close proximity.</i></p>	<b>M</b>	<p>When a case of C19 is <b>confirmed:</b> Area of school where person has been will be closed for 72hrs then cleaned.</p> <p>Test and Trace will be notified, people who have been in close proximity need to isolate for 10 days. Email to parents &amp; staff members with return date clearly stated.</p>		<b>L</b>
<b>Remote Education Plan</b>	<p>Contingency plan for remote learning developed should self-isolation or restricted attendance be required.</p>	<p><i>Bubble needs to self-isolate because of a positive case of COVID19.</i></p>	<b>L</b>	<p>Remote learning contingency ready to be signposted to individuals/ class/cohort as needed. Year group planning quickly adapted for home learning. White Rose maths units available. Purple Mash platform and Tapestry all in place. Remote Education Policy on website. Home learning packs include electronic and paper-based resources. Welfare calls ensure families have access to materials they need for learning.</p>	<p>Weekly phone calls home for the bubble who have been sent home to isolate.</p>	
	<p>Technology support in place. DFE laptop allocation ordered, for contingency purposes.</p>		<b>L</b>	<p>Refurbished school laptops available to loan to families if needed.</p>		

<b>Safeguarding</b>	Staff are prepared for supporting wellbeing of pupils and receiving any potential disclosures.		<b>M</b>	Information to all staff via email on processes and procedures to support pupil wellbeing. Staff making welfare calls record note of conversation on CPOMS		<b>L</b>
	Updated Child Protection Policy in place (Feb 2021).		<b>M</b>	Check for further updates on Infolink. New CP Policy Feb 2021	Update on website, email to all staff.	<b>L</b>
	Where appropriate, work with other agencies, such as social care, has been undertaken to support vulnerable CYP and families to complete risk assessments and planning.	<i>Core group/CPC by video link. Email and phone contact with CSC and Family Solutions</i>	<b>M</b>	DSL to update CPOMS about any contact with outside agencies and notify staff as appropriate. Continue feeding back to outside agencies about our observations and conversations.	Continue Zoom meetings with other professionals	<b>L</b>
	Where physical contact is required in the context of managing behaviour, ensure appropriate hygiene measures are in place to mitigate any risk of transmission.	<i>Stepped approach to behaviour; physical restraint may be used if child/others in danger.</i>	<b>M</b>	Behaviour Policy remains in place agreed by staff prior to re-opening.		<b>L</b>
<b>Curriculum / learning environment</b>	Current learning plans, revised expectations and required adjustments have been considered.	<i>Children will not mix outside their bubble except for wrap around clubs.  Classrooms are arranged with 2 children sharing a desk but carpet sessions and close group work will not be possible.  PE will take place with coaches- risk assessed.</i>	<b>M</b>	PPA sessions resume on Wednesday afternoons. Year group teams will plan approaches that reduce close proximity, enable children to share ideas and collaborate safely. Children come dressed in active wear on PE days. PE mats and stools cleaned between classes. Additional sets of percussion instruments to prevent the need for sharing/cleaning.		<b>L</b>

	<p>Consideration has been given to what activity is more difficult/ not possible to be undertaken with social distancing in place?</p> <p>Each activity should be risk assessed and should not be run unless the risks can be mitigated</p> <ul style="list-style-type: none"> <li>• PE – including activity in the DFE <a href="#">guidance</a></li> <li>• Practical science lessons</li> <li>• DT/ FT</li> </ul>	<p><i>Children have varied experiences of home learning, with some accessing beyond our offer and others not at all.</i></p> <p><i>Additional time may be needed for work around wellbeing, thoughts &amp; feelings.</i></p>		<p>All staff have access to the resources we have in school and available online to support pupil wellbeing as individual/ group/ bubble. Strategic approach to catch up provision, carefully planned and monitored.</p>		L
	<p>Whole school approach to adapting curriculum (S/M/L term), including:</p> <ul style="list-style-type: none"> <li>• Wellbeing curriculum</li> <li>• recognising ‘non-curriculum’ learning that is being done at home</li> <li>• capturing pupil achievements/ outcomes</li> <li>• utilising the DFE ‘catch-up’ funding and programmes</li> <li>• <a href="#">contingency remote learning plan</a></li> </ul>	<p><i>Wellbeing woven through the curriculum units with additional focus on feelings and relationships, additional opportunities for collaborative tasks and interaction.</i></p>	M	<p>Assessments take place in the course of daily lessons. Teachers have responded to Tapestry posts throughout closure period and have received completed work packs from children every 2 weeks.</p> <p>Classroom assessment from 8-26<sup>th</sup> March with staff meeting time for moderation, planning intervention and catch up provision.</p> <p>Remote learning package still in place in case a bubble needs to isolate.</p>		L
	<p>Student behaviour policy reviewed and amended where necessary to reflect the current circumstances.</p>	<p><i>Current stepped approach to unwanted behaviour remains in place. However, some actions not currently possible.</i></p>	M	<p>Adjustment to behaviour policy agreed with staff and Gofs 5.6.20. This remains in place.</p>		L



	Arrangements for teaching pupils how to keep themselves safe online are in place and <a href="#">aligned to the contingency remote learning plan</a> .					L
<b>CYP with SEND</b>	Approach to provision of the elements of the EHCP including health/therapies in place.	<i>Organisation into bubbles and restricted space makes some aspects of provision difficult. Sensory room allocated to one child. Limited access to hall. Sp&amp;L TA, nurture provision risk assessed.</i>	<b>M</b>	SENCo supports the return to full time education for all children through phone calls to families, planning pre-return visits where appropriate. Sp&L therapist Zoom calls Sp&L TA liaises with teachers to support provision.		L
	Annual reviews.			Annual reviews for Yr1 children to be arranged in summer term.		L
<b>Attendance</b>	Approach to promoting and supporting attendance for all pupils determined, including those who may be anxious.	<i>Some parents have been very anxious- we need them to feel confident, but also to know that attendance is now statutory.</i>	<b>M</b>	Welcome back letter clarifying arrangements and measures. Follow up calls by admin team, appointments made to see/ video call with any anxious parents.		L
	Approach to support for parents where rates of persistent absence were high before closure.	<i>Reminders about punctuality, importance of consistently high attendance,</i>	<b>M</b>	Consistent, friendly approach. Attendance meetings with FD, TD and then SJM according to attendance policy.		L
<b>Communication</b>	Information shared with staff around the <a href="#">full re-opening plan</a> , including amendments to usual working patterns/practices and groups.	<i>Email information to all staff.</i>	<b>M</b>	Risk assessment emailed to all staff once agreed. Arrangements for lunch and playtimes circulated to all staff and kept under review.		L

	Union representatives informed of full re-opening plans.				
	Updated Risk Assessment published on website.		<b>M</b>	Completed risk assessment shared with two Governors for comments/additions. Updated RA to staff and Governors, upload to website.	
	<p>Communications with parents on the:</p> <ul style="list-style-type: none"> <li>• Social distancing plan</li> <li>• Wellbeing/ pastoral support/ support and acknowledgement to parents of home learning</li> <li>• Attendance</li> <li>• Uniform</li> <li>• Transport</li> <li>• Behaviour</li> <li>• Test and trace</li> <li>• Staggered start and end times</li> <li>• Expectations when in school</li> <li>• Contingency plans</li> </ul>		<b>M</b>	<p>Parents informed about full opening via Parent mail. DfE documents on school website for ref.</p> <p>Test and Trace info and most recent info re positive cases in school to follow as soon as available. Reminder about space.</p>	<b>L</b>
	<p>Pupil communications around:</p> <ul style="list-style-type: none"> <li>• Hand washing</li> <li>• Catch it, bin it, kill it</li> <li>• Social distancing arrangements</li> </ul>		<b>M</b>	Reminders about space	<b>L</b>
	On-going regular communication plans determined to ensure parents are kept well-informed			Refresh posters displayed around school, staff refer to & explain these.	<b>L</b>

				Monitor start and end times- are these preventing clusters of parents at beginning/end of the day? Daily face to face contact with class teams & HT. Letters, website updates		
<b>Governance</b>	Meetings and decisions that need to be taken are prioritised.	<i>Governing Body have a wide range of skills and experience to support the school.</i>	<b>L</b>	Emails and phone calls with individual Governors. Virtual governing body meetings using Teams.		<b>L</b>
	Governors have oversight of full re-opening plans and risk assessments.  Approach to communication between Leaders and governors is clear and understood.	<i>Governors receive updates from Leadership Team about the school's response to C19 situation, full opening, transition.</i>	<b>M</b>	Email communication used to keep all Governors informed. Questions invited, which receive SLT response. Where Chair, or other Governors have provided support with an aspect of the school's response, this is summarised for all Gobs.		<b>L</b>
	Certain aspects of governance are on-hold in order to deal with the immediate situation, these are agreed and clear with all governors and there is a plan for then these will be reviewed and potentially reinstated.		<b>M</b>	Continue with remote meetings of Full Governing Body. Governors able to visit in line with Covid safe measures to monitor safeguarding, recovery curriculum, etc after school visits where possible. Teams meetings with individual Governors arranged as needed.		<b>L</b>
	Governors have oversight of all staff wellbeing and appropriate arrangements in place to support Headteacher and SLT. Refer to Headteacher wellbeing materials.		<b>M</b>	HT reports to FGB on wellbeing of pupils and staff, ongoing work and development plans.		<b>L</b>
<b>School events, including trips</b>	The school's annual calendar of events has been reviewed and decisions made on cancelling or going ahead with events in the	<i>Need to keep up to date with guidance about safe approach to meetings, gatherings, events</i>	<b>M</b>	Provisional dates set for some events, e.g. parent consultations- keep all under review with contingency plans.		<b>L</b>

	immediate term, including school trips.			Risk assessment will be carried out for parent consultations.		
<b>Finance</b>	Additional costs incurred due to COVID19 are understood and clearly documented.	<i>Covid cost centre set up in order to keep Governors aware of additional spending.</i>	L			
	Claims submitted for reimbursement for example, increased premises related costs; additional cleaning; support for FSM		L	Claims for food vouchers to be submitted		
	Any loss of income understood, including the impact of lettings and the financial implications of possibly not restarting.		L	FD in touch with individuals/ clubs re lettings.		L
	Reintroduction or re-contracting services, such as: <ul style="list-style-type: none"> <li>• Cleaning</li> <li>• IT support</li> <li>• Catering</li> </ul>	N/A	L	All contracts ongoing		L
	Consideration given to any support that may be brokered through working together, for example, partnerships, trusts etc.	<i>Communication throughout with St Michael's CofE Junior School re shared families.</i>	L			L
<b>Before and after school clubs</b>	Approach in place for before/after school clubs implements the necessary protective measures including restricted attendance	<i>Breakfast and after school clubs will involve children from diff bubbles mixing together.</i>	M	GIS Breakfast club- use space well to ensure children apart. Hand wash on arrival.  YMCA and StM have own wrap around risk assessments in place. Gymnastics to resume from 8.3.21 and tennis from 12.4.21	<i>Risk assessment for breakfast club-shared with TD, KE, RS</i>	L

<b>Testing</b>	Test kits are securely stored and distributed to staff		<b>M</b>	Test kits stored in the office, named for each indiv member of staff, admin undertaken by office team.	<b>L</b>
	Staff are aware of how to safely take and process the test. Shared the following : <ul style="list-style-type: none"> <li>• NHS instruction leaflet</li> <li>• Training video and online resources on the document sharing platform</li> <li>• Contact details if queries</li> <li>• Process for reporting incidents</li> </ul>		<b>M</b>	Staff were notified of the procedure well in advance of the first testing date. Video link sent to all staff. Booklet issued with box of tests. Process for reporting results and incidents communicated clearly. Questions and queries dealt with by the office team.	<b>L</b>
	Staff are aware of how to report their test results to school and to NHS Test and Trace.		<b>M</b>	Staff report results, positive or negative to office team and to Government site.	<b>L</b>
	Staff are aware of how to report any incidents both clinical and non clinical.		<b>M</b>	Information booklet explains clearly how to report any incidents.	<b>L</b>
	Process in place to monitor and replenish test supplies		<b>M</b>	Office team monitor supplies and re-order as necessary.	<b>L</b>