



## Dosthill Primary Academy - Risk Assessment and Issue Mitigation

September 2020

Updated 04.09.20 – Identified in Yellow; 21.09.20 – identified in aqua; 08.10.20-identified in green  
03.01.21 identified in grey; 28.02.21 updates identified in blue font for the return to school on 08.03.21

School Operations						
What are the Hazards	Who might be harmed/affected?	What are you doing to control the risks	Further actions to control the risks	Who needs to carry out the action?	When is the action needed by?	Date Achieved
Infection from Coronavirus (Infection Control)	Children Staff Parents/Carers Visitors On-site construction/ building staff	<b>Ensure that the System of controls are in place</b> <b>Prevention for staff, pupils, visitors:</b> <b>1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.</b> <b>2) Ensure face coverings are used in recommended circumstances.</b> <b>3) Ensure everyone is advised to clean their hands thoroughly and more often than usual.</b> <b>4) Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.</b> <b>5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.</b> <b>6) Consider how to minimise contact across the site and maintain social distancing wherever possible.</b> <b>7) Keep occupied spaces well ventilated. In specific circumstances:</b> <b>8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.</b> <b>9) Promote and engage in asymptomatic testing, where available. Response to any infection You must always:</b> <b>10) Promote and engage with the NHS Test and Trace process.</b> <b>11) Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.</b>	*Frequent reminders to parents, staff to check for symptoms so that anyone attending school refrains to do so if displaying symptoms. *Children who are unwell will have their temperature checked. If displaying any symptoms they will wait in the medical and parents/carers will be collected. *Staff/visitors displaying symptoms should not come in to work. <b>If a staff member tests positive via a Lateral flow test; staff to remain at home until PCR test confirms results.</b> (Staff to phone CKey by 7am to report absence). If an adult becomes unwell with Covid-19 symptoms they will be asked to go home and arrange a Coronavirus test. *Everyone should wash their hands on: arrival at school,	SLT All staff Parents/carers Children   Site supervisor and VD to lead site signage and checking prior to school return. Reporting back to CK	September 1 <sup>st</sup> ongoing	

		<p><b>12) Contain any outbreak by following local health protection team advice.</b></p> <ul style="list-style-type: none"> <li>• DFE recommended posters laminated and in visible place in all classrooms.</li> <li>• After register each morning, the key Systems of Controls to be shared with children using the available public Health England Resources.</li> <li>• Daily check on environment and risk assessment – CK Headteacher, BH Site supervisor and VD Office Manager.</li> <li>• Cleaning team to meet CK and BH to review Covid 19 cleaning schedule.</li> <li>• Set up new rota based on all children being in school.</li> <li>• Additional 45 hours cleaning per week to be timetabled (1 cleaner to start after breakfast club 8.50am to clean toilets/equipment and 2<sup>nd</sup> additional cleaner to start at 10am)</li> <li>• <b>Staff to take part in LFD testing (see separate Risk Assessment – although non mandatory we encourage testing to prevent asymptomatic cases). Staff who test positive should not attend school and PCR test to be taken. If a test member is positive advice to be sought from local outbreak team and contacts informed along with 10 day isolation period.</b></li> </ul>	<p>before and after eating, before and after playtime/lunchtime before and after using shared resources/taking part in other activities eg: music, ICT, outdoor PE.</p> <p>Posters linked to controls 1-3 on gates, school entrances, classrooms, communal areas , corridors and toilets. *Assemblies/frequent reminders for children, newsletters/parent mails for parents and briefings for staff to remind everyone of the Systems of Control.</p> <p>Staggered drop off and collection times to support distancing and integrity of class bubbles.</p> <p>Staggered play time and lunch times so that only one year group is in shared spaces at one time.</p> <p>Children will remain in class bubbles through the teaching times of the day. Phonics will be the only time when classes may join in to mix year group teaching groups. This will be in well ventilated smaller teaching spaces; distancing will also be in place as well as handwashing before/after phonics.</p> <p>PPE available for medical room/first aid staff. First aiders to re-visit PPE video/guidance with Bill Holland</p>	CK, BH, VD - DG		
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			(Staff training) Each class to have box of cleaning materials and PPE.			
Risks from children in mixed year pods moving back to class pods on 08.03.21	Children Staff	<ul style="list-style-type: none"> <li>• <b>Parent mail to pods reminding them to keep children at home if children are unwell/displaying any of the 3 main symptoms. Email to be sent on 03.03.21 and daily up until 05.03.21.</b></li> <li>• <b>Email on 08.03.21 to remind parents that children who have been in pods who develop symptoms should not return to school until tested.</b></li> </ul>		VD	March 03.03.21 05.03.21 08.03.21	
Risks of pupils and parents gathering at main gates or main entrance (Infection Control)	Children Parents Staff	<ul style="list-style-type: none"> <li>• Parents to distance at 1+m outside school gates.</li> <li>• One adult to bring child/children to school to reduce the amount of adults/children near the school site.</li> <li>• All three gates to be used for collection and drop off to reduce the number of people in each around the school.</li> <li>• Parent/cares to leave immediately after arrival/collection.</li> <li>• <b>Parents are strongly recommended to wear a face covering due to volume of adults.</b></li> <li>• Parents/carers to adhere to gate procedures</li> <li>• Signage/markers along fences to support distancing.</li> <li>• Parents/carers to leave the area once their child is dropped off (avoiding chatting to other parents/carers)</li> <li>• 1+ metre markers in main entrance for staff.</li> <li>• <b>Newsletter and reminders linked to gate procedures re-shared on 01.03.21 prior to the return to school on 8<sup>th</sup> March. Regular communication and reminders to follow.</b></li> <li>• School gates to be locked at all times. Access to site limited to staff and children.</li> <li>• Children to enter at the school gates rather than parents/carers entering the school site. (Due to dangers around High Street gate, parents to enter the playground at the end of the day per class bubble. SLT member to ensure that only one class at a time is on the playground and that distancing is in place).</li> </ul>	<p>Members of SLT/site team to monitor gates.</p> <p>Regular communication to parents linked to the protocols.</p> <p>Home/school agreement linked to all protocols.</p> <p><i>Schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.</i></p>	CK, SLT, BH	September 2 <sup>nd</sup> onwards	

		<ul style="list-style-type: none"> <li>Class teachers will be visible on playground/near gate to collect the children safely (<b>option to wear a face covering</b>).</li> <li>Home school contact book for children in Reception and notes to teachers or emails (Via office@dosthill.org) so that messages for teachers can be shared due to distance that teacher will be from gate. Signposted to parents before September.</li> <li>Member of SLT/school team will be on gates to ensure processes are working well and monitored.</li> <li>Cones to support children's lining up on playgrounds.</li> <li>Children who are struggling to enter the site to go for a walk with parent and then return (children cannot be picked up/carried in to school). Individual plans to be put in place if there are any issues.</li> <li>Children should be on time to prevent mixing with other year groups.</li> <li>Parents/carers who use public transport to get to school to contact Mrs Keay to discuss the measures needed to reduce risks (including storage/disposal of masks).</li> </ul>				
Infection control uniform	Children	<ul style="list-style-type: none"> <li>The normal uniform policy will return in September which includes ties.</li> <li>All uniform should be named so that children don't confuse and mix clothing.</li> <li>Labels or fabric pens should be used to ensure names don't wash off.</li> <li>If clothing isn't named it will be posted in to the clothing bank immediately rather than being stored indefinitely in lost property. (Naming uniform is a key priority).</li> <li>Clothing should be laundered regularly.</li> <li><b>PE kit can be worn on PE days up until Easter.</b></li> <li>Parents advised on 03.01.20 that fleeces and extra layers can be worn due to rooms being ventilated.</li> </ul>	<p>Regular reminders to label uniform.</p> <p>Uniform labelling services to be advertised.</p>	CK/VD	Prior to September and weekly updates	
Impact of ventilation on room temperatures	Children Staff	<p>To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures will be used as appropriate:</p> <ul style="list-style-type: none"> <li>opening high level windows in preference to low level to reduce draughts</li> </ul>	BH to review ventilation implications on a daily basis and ensure windows are opened as the school is unlocked.	BH Class teachers	Ongoing	

		<ul style="list-style-type: none"> <li>increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused).</li> <li>Teachers and lunch time staff to open windows and doors more widely during play/lunch times.</li> <li>providing flexibility to allow additional, suitable indoor clothing(see note above).</li> <li>rearranging furniture where possible to avoid direct drafts</li> <li>Heating to be used as necessary to ensure comfort levels are maintained particularly in occupied space.</li> </ul>				
Infection risk within classrooms including sharing of resources and seating. (Infection Control)	Children Staff	<ul style="list-style-type: none"> <li>Children will remain in class bubbles.</li> <li>Y2 upwards, children to sit front facing, side by side. (All round, kidney shaped tables to be removed).</li> <li>Consistent pairing on table (cleaned if pairings change)</li> <li>Child to create a name label for their chair so these remain a consistent seat for the child.</li> <li>Rooms to be arranged to support distancing for children/staff.</li> <li>Safety and Public Health England/DFE guidance adhered to at all times.</li> <li>Classess to have their own toilet area and playground areas/quadrant to support.</li> <li>Staff to avoid close face to face contact with others and minimise time spent within 1 metre of anyone; 2 metres when possible and from adults.</li> <li>Designated teaching space for teacher/adults in classroom.</li> <li>Clear walk ways to sinks for ease of handwashing.</li> <li>Classrooms to be decluttered of excess furniture to optimise space.</li> <li>Soft furnishings, toys etc. to be removed for ease of cleaning.</li> <li>Each child to have a plastic tray or wallet to store their books and stationary to avoid mixing of equipment and movement around classroom.</li> <li>Water bottles to be kept on desk/within the child's tray (bottles should not be stored together).</li> <li>Pods set up and spaced out around school so that</li> </ul>	<p>Dots on floors to support distancing.</p> <p>Class plan and children aware of their seating.</p> <p>Children to have consistent seat, table, tray/resources.</p> <p>Each classroom to have available resources for cleaning of resources</p> <p><i>Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.</i></p> <p><i>Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they</i></p>	Class teachers Checked by BH/SLT	August and ongoing checks	

		<p>separate toilet areas can be used.</p> <ul style="list-style-type: none"> <li>• Children and staff to have their own resources and equipment to minimise sharing of resources</li> <li>• Books, games, science equipment etc. can be shared but should be cleaned regularly and used by the class/year group.</li> <li>• Children/teachers can use/touch books but stringent hand washing to be in place and avoidance of touching mouths.</li> <li>• Lidded bins in classrooms.</li> <li>• Children to wash hands after using tissues/blowing nose.</li> </ul> <p><b><u>Reception specific guidance:</u></b></p> <ul style="list-style-type: none"> <li>• Children to remain in their class pod bubble as much as possible and always remain within their year group bubble.</li> <li>• Teachers to group learners into mini bubbles for the purpose of teacher focus group learning and when accessing continuous provision, including the outdoor area (6 groups if 5 children)</li> <li>• Children must have access to the full curriculum including an equal opportunity to access learning through the outdoor provision.</li> <li>• Children will be grouped for phonics. Assessments will take place each half term and children regrouped only if essential for their progress before the half term ends.</li> <li>• Children to be provided where possible with their own equipment – tens frames, counters, numicon, pencils or equipment for the mini pod. Where this is not possible, equipment must be cleaned if it is to be shared across classes.</li> <li>• General classroom resources can be used across the class bubble but should be cleaned before this is shared across the year group. This would include painting and art equipment, infrequently used writing tools, support resources, construction, small world sets. All sets must be cleaned after their use and always at the end of the session before it is put away.</li> <li>• Outdoor learning equipment must be cleaned at the end of each session and should not be shared across</li> </ul>	<p><i>should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</i></p>			
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		<p>class bubbles. Staff should work towards creating class sets of outdoor resources to avoid the need to share them. When this is not possible equipment should be cleaned before it is shared.</p> <ul style="list-style-type: none"> <li>• Set toilets and sinks within the one shared facility (specific shape names for each class).</li> <li>• Regular cleaning of toilets. Classes to have a set entry and exit procedure to reduce traffic in any one area of the setting.</li> <li>• SR class to enter via YR playground to cloakroom door and enter into cloakroom. Hand washing in classroom</li> <li>• AT class to enter via SR top door and straight into the classroom, handwashing in classroom</li> <li>• EP class to enter during this time only via (top access with magnilock door opposite the KS1 toilets) and into classroom though new doorway access. (this class will usually enter and exit via the YN playground once these restrictions are lifted,)</li> <li>• Staff should create a seating plan for carpet times and where possible split carpets times onto 2 groups (keyworker groups) of up to 15 children. Children should be seated facing forwards and spaced as much as is possible. Spots on the floor could be used as a visual reminder for children.</li> </ul>				
Infection control – sharing of toilet and handwashing facilities	Children Staff	<ul style="list-style-type: none"> <li>• Increase in cleaning hours. 1 member of staff to start at 8.45am to clean toilets following breakfast club; additional member of staff to start at 10am to clean toilets after morning play.</li> <li>• Both staff to then continue to clean all toilets, touch points, staff areas, classrooms, changes bins throughout the day (additional 45 hours cleaning per week)</li> <li>• Class and Year Groups to have designated/named toilets.</li> <li>• Main entrance door to washroom facility to remain open to reduce touch points.</li> <li>• Toilets to continue to be unisex to support class use of a key toilet facility.</li> <li>• Toilets to be cleaned frequently throughout the day</li> </ul>	<p>Signage to be displayed and refreshed.</p> <p>Regular reminders about hand washing.</p> <p>20 second hand washing routine (Happy Birthday song to support children)</p> <p>Teachers to include within lessons – Science/reasons behind hand washing.</p> <p><a href="#">We will follow government guidance (March 2021) which</a></p>	<p>CK/SM – staffing of cleaning provision</p> <p>DG CK</p> <p>BH/VD daily site checks</p>	<p>Confirm 13.07.20</p> <p>September onwards</p>	

		<p>including after breakfast club. (At least four or more specific cleans).</p> <ul style="list-style-type: none"> <li>• Chart to be completed by cleaners throughout the day and checked by BH site supervisor to see 4 cleans or more have taken place.</li> <li>• Dots outside toilet to support distancing when queuing up.</li> <li>• One person in the toilet area at one time.</li> <li>• Extra sinks to be fitted to play ground areas to support with hand washing before and after play times.</li> <li>• Children and staff to wash hands on arrival, before/after play times, moving around school, eating).</li> </ul>	<p><b>identifies that pupils clean their hands regularly including:</b></p> <ul style="list-style-type: none"> <li><b>*When they arrive at the school</b></li> <li><b>*When they return from breaks</b></li> <li><b>*When they change rooms</b></li> <li><b>*Before and after eating</b></li> </ul> <p><b>BH has taken advice from Staffordshire H&amp;S team, hand-dryers to be re-instated.</b></p>	Teachers/adults to remind children		
Risks from Air conditioning/fans/air heating systems in mobiles. (Infection Control)	Children Staff	<ul style="list-style-type: none"> <li>• Air conditioning or fans should not be used.</li> <li>• Windows should be open for good ventilation.</li> <li>• Standard heating system to be used.</li> <li>• BH to take advice on mobile where wall heaters are un-operational.</li> </ul>	<p>BH to clean and test all wall heaters in mobile classrooms.</p> <p>Advice to be sought from JH linked to mobile where wall heaters are faulty.</p>	BH	August 2020	
Risk of children/adults queuing or meeting in corridors/communal spaces /playgrounds/hall (Infection control and organisation)	Children Staff	<ul style="list-style-type: none"> <li>• Timetable for outdoor play/lunch (30 minutes on playground/30 minutes for eating/indoor activities for lunch time).</li> <li>• Staggered play/lunch times</li> <li>• Playground to be split in to 3 sections for outdoor play (one year group at a time)</li> <li>• Children should be encouraged not to touch staff/each other and vice versa.</li> <li>• Children to walk on left hand side and single file.</li> <li>• Classes to use fire exits to leave classrooms to avoid congestion in corridors (e.g.: Y6, mobiles)</li> <li>• Fencing to be fitted to nursery area so that a one way system to the hall and ICT suite can be achieved.</li> <li>• No assemblies in hall – Teams assemblies to be provided instead.</li> <li>• DH to have medical station outside rather than indoor medical room at lunch time to avoid children sitting in the room together waiting for treatment; benches to be used (1m spacing) for anyone waiting for non-emergency first aid until it is their turn to see DH.</li> </ul>	No bells; staff to adhere to class/year group timetables.	<p>CK to share timetables</p> <p>All staff to support in reminders</p>	<p>14.07.20</p> <p>September ongoing</p>	



		<ul style="list-style-type: none"><li>Face coverings to be worn by staff and adult visitors in situations where social distancing between adults is not possible (such as staff rooms and corridors). Children do not need to wear face coverings.</li></ul>	Guidance states: 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. P12																														
Risks of children from different year groups meeting in hall to eat	Children Staff	<p>From March 8<sup>th</sup> the following will resume:</p> <table><tr><th>Time</th><th>Year Group</th><th>Venue and time for eating arrangements</th></tr><tr><td>11.20</td><td>Nursery</td><td>Nursery room</td></tr><tr><td>11.30</td><td>Reception</td><td>Hall</td></tr><tr><td>11.50</td><td>Year One</td><td>Y1 Classrooms</td></tr><tr><td>12.15</td><td>Year Two</td><td>Hall</td></tr><tr><td>12.15</td><td>Year Three</td><td>Classrooms</td></tr><tr><td>12.45</td><td>Year Four</td><td>Hall</td></tr><tr><td>12.30</td><td>Year Five</td><td>Classrooms</td></tr><tr><td>12.35</td><td>Year Six</td><td>Classrooms</td></tr></table> <ul style="list-style-type: none"><li>Handwashing in place for all children before eating</li><li>Three year groups to use the hall at separate times with cleaning after each year group; other groups to use classrooms.</li><li>After each group uses the hall, supervisors to clean tables and benches.</li><li>Cloths to be sprayed rather than the table.</li><li>Single use cloths per year group.</li><li>Hall windows to be open to provide effective ventilation.</li><li>Children to sit on one side of bench forward facing rather than opposite each other.</li><li>Children to sit next to their classroom partner/row. (Class teachers to create seating plan and support with lining up procedures)</li><li>Dinner children to queue for lunch. Deserts delivered to table.</li><li>Minimise movement around hall (children to leave rubbish in lunch boxes rather than using bins).</li></ul>	Time	Year Group	Venue and time for eating arrangements	11.20	Nursery	Nursery room	11.30	Reception	Hall	11.50	Year One	Y1 Classrooms	12.15	Year Two	Hall	12.15	Year Three	Classrooms	12.45	Year Four	Hall	12.30	Year Five	Classrooms	12.35	Year Six	Classrooms	Class teachers to support in ensuring children are lining up and sitting with their partner/row.  BH and DF to train supervisors in effective cleaning. BH to monitor.	CK and SB to meet lunch time team – share new protocols.  Review daily/weekly	Week beginning 13.07.20 and 2 <sup>nd</sup> September	
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11.20	Nursery	Nursery room																															
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12.35	Year Six	Classrooms																															

		<ul style="list-style-type: none"> <li>Plates to be collected from tables rather than children lining up with plates.</li> <li>Children to take their own water bottle to lunch and back to classroom.</li> <li>Temporary suspension to crisp recycling scheme.</li> <li>Children eating within classrooms will have their tables cleaned prior to and after eating. All equipment and resources should be removed from desks prior to cleaning</li> <li>Consistent members of staff will be on duty for lunch time to support year groups and reduce the number of adults moving across class and year group bubbles.</li> </ul>				
Risks linked to Food and Drink	Children Staff	<ul style="list-style-type: none"> <li>Reception, Year One and Year Two should take up their Infant Free School Meal this reduces belongings coming in to school from home also.</li> <li>Children in Year 3-6 can bring a packed lunch or order a hot school meal.</li> <li>Packed lunches can be brought in a disposable bag or wipe able lunch box. Lunch boxes should be cleaned daily.</li> <li>Free school meals will be available for children who qualify.</li> <li>Children can bring in a named drinks bottle to be stored on their desk. Parents/carers to ensure this is washed each day.</li> <li>Children snacks (parent Pay) or bring in a health snack from home eg: fruit, cheese, yogurt (chocolate/crisps should not be sent in at play time).</li> <li>Children will wash their hands before and after eating.</li> <li>Staff preparing and delivering food wear disposable aprons and gloves. Hair is also tied back.</li> <li>The systems of control are also in place within our kitchen/catering team.</li> <li>Member of kitchen team to have designated role in delivering food to rooms and collection.</li> <li>CK/SB to liaise with PS and check kitchen risk assessment.</li> </ul>	<p>Behaviour code to be devised by JL</p> <p>Regular newsletter reminders.</p>	<p>CK/VD to share with parents. VD to set up</p> <p>Class teachers to reinforce with children</p>	<p>Week beginning 13.01.20</p> <p>Systems on parent pay to be set up in August.</p>	
Risks from shared resource areas and movement to	Children Staff	<ul style="list-style-type: none"> <li>All classrooms to have class libraries to reduce sharing of books and corridor movement.</li> <li>Key staff responsible for stocking and rotating class</li> </ul>	SB to share book protocols	Class libraries to be		

these areas eg: library, ICT suite		libraries (free reader - choice). <ul style="list-style-type: none"> <li>Class teachers to select 'book banded' book for children due to limited resources.</li> <li>Books in quarantine for 48 hours prior to being returned to book shelves.</li> <li>BH to support with cleaning of key boards, mice, screens in between ICT suite room usage. (Timetable).</li> <li>Children to have set space in the ICT suite.</li> <li>Teacher desk and computer to be cleaned before and after PPA. IT cleaning solution to be stored away safely at height(see separate policy).</li> </ul>	Staff to ensure resources are cleaned/rotated.	organises week beginning 13.07.20		
Risks from shared PE resources		<ul style="list-style-type: none"> <li>Each year group to have designated equipment for usage (£8000 Sports Premium from Spring Term to be used to purchase equipment for each year group for the Autumn Term).</li> <li>Equipment to be cleaned regularly and in between each class usage. (BB and BH to support with this in between each PE session).</li> <li>Otherwise equipment rotated over 48 hours.</li> <li>Playgrounds and field to be used for outdoor PE; BH and BB to view area prior to afternoon PE sessions and remove litter etc. Gloves, aprons to be worn and products double bagged and placed in external bin store.</li> <li>Outdoor PE to be prioritised during the spring term (to be reviewed at Easter).</li> <li>Each class to have its own equipment for play time and lunch activities to promote activity and health.</li> <li>PE equipment to be cleaned in between each session in addition to hand washing before and after use.</li> </ul>	*Equipment to be quarantined for 72 hours if cleaning unavailable.  *Medium term plan to be adapted to support year group resources (eg. Different ball skills for different year groups)	DH sports leader  Staff	Ongoing	
Risks from shared playground/play time resources		<ul style="list-style-type: none"> <li>Each class to have their own box of outdoor/playtime equipment which is cleaned in Milton daily (TA/teacher to clean)</li> <li>Outdoor area equipment to be cleaned after use.</li> </ul>	Cleaning products and cloths to be sourced.	DG/VD to organise products/boxes	Week beginning 13.07.20	
Staff in contact with each other. Spacing within staff areas/ working rooms.	Staff	<ul style="list-style-type: none"> <li>Each year group to have a defined staff area for play/lunch time to reduce contacts.</li> <li>Staff Professional learning meetings to take place in year groups or phases. Rooms to be well ventilated and 2metre distancing in place. (Where possible remote learning to be used in addition to fortnightly</li> </ul>	All staff areas to be de-cluttered and tidied prior to September for ease of cleaning.  CK/SB to amend professional learning plan to take account of	Staff team  DG/BH	Week beginning 13.07.20 ready for September	

		<p>PDMs). Professional learning plan to take account of this.</p> <ul style="list-style-type: none"> <li>• Trust moderation to take place remotely along with key forums.</li> <li>• 1+ distancing to be in place within each distinct staff area. Seating and standing</li> <li>• Main staff room to be used to make drinks, use fridge/catering facilities but staff should then take these to their designated staff area.</li> <li>• Daily use cloths and Milton for staff to wipe touch points before/after usage eg: fridge, water heater.</li> <li>• BH to check dishwasher on a daily basis.</li> <li>• Staff to use lidded cups for moving hot drinks around school.</li> <li>• Staff to have their own lidded cup (infection prevention).</li> <li>• Staff to use hand sanitiser or hand washing before and after using the photocopier, microwave, fridge, kettle, phones, laptops etc.</li> <li>• Hot food to be placed in lidded container or cool bag for transportation through hall/corridors for safety reasons.</li> <li>• Nursery – Learning Centre</li> <li>• Reception – <b>Staff room - 11.30-12.30</b></li> <li>• Year One – Y1 Quiet Room - 11.50-12.50</li> <li>• Year Two – Old library - 11.35-12.35</li> <li>• Year Three – Meeting Room - 12.15-1.15</li> <li>• Year Four – Staff Room - 12.15-1.15</li> <li>• Year Five – Leopard’s library - 12.10-1.10</li> <li>• Year Six – Y6 quiet room - 12.40-1.40</li> <li>• Areas to be cleaned regularly throughout the day.</li> <li>• Tables to be wiped after children have used the/prior to eating within the room.</li> <li>• Planning, Preparation and Assessment time to also take place in these designated areas.</li> <li>• <b>Staff to clean computers/laptops prior and at the end of PPA.</b></li> <li>• Advice for staff e.g.: changing clothes, washing hands, when returning home after work, school footwear and home footwear.</li> </ul>	<p>groupings/rooms to use.</p> <p>Cleaning products to be available in rooms.</p> <p>Signage to be displayed in all rooms with safety reminders</p> <p><i>Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</i></p>			
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Safe use of face coverings	Staff	<ul style="list-style-type: none"> <li>• <b>Face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (eg: corridors/communal areas). To be reviewed at Easter.</b></li> <li>• Staff to wash hands before and after touching face covering.</li> <li>• Storage in plastic sealable bag <b>between use.</b></li> <li>• Staff on gates can wear face coverings at start/end times of the school day.</li> <li>• <b>Children in primary schools do not need to wear face coverings due to heightened risk in touching mouth/ineffective storage etc. For families with CEV members, a separate risk assessment may be put in place based on a meeting with the Headteacher.</b></li> </ul>	<p>Government guidance. Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use.</p> <p><b>Face visors or shields should not be worn as an alternative to face coverings...they are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. P12 (March 2021)</b></p>	To be reviewed in line with national updates.	January 2021 during National Lockdown	
Staff use of shared photocopiers and sign in screen	Staff	<ul style="list-style-type: none"> <li>• All staff to sign in using the electronic system – this is imperative due to safeguarding and health/safety.</li> <li>• Staff to hand sanitise before and after using the copier/sign in screen.</li> <li>• 1m+ distancing markers on floor to support with distancing.</li> <li>• BH to clean copiers/screen regularly throughout the day (Record chart to record).</li> </ul>		<p>BH to move copiers</p> <p>BH/VD checks on hand sanitisers</p> <p>BH</p>	<p>August</p> <p>September onwards</p>	
Touch points and risk of infection Handles Key pads Ipads Computers	Staff Children	<ul style="list-style-type: none"> <li>• Increased cleaning of touch points throughout the day including key pads.</li> <li>• Internal doors which can safely remain open to do so e.g.: cloakroom doors, class doors, door to staff room/ICT suite etc.</li> <li>• Ipads to be cleaned after a class has used these.</li> <li>• Teachers to clean their board and key board at lunch time. Cleaners at the end of the day.</li> <li>• IT cleaning fluid to remain out of reach of children/locked cupboard.</li> </ul>	<p>BH to complete health and safety training linked to cleaning of computers, white boards etc.</p> <p>BH to ensure each room has a lockable feature within room.</p> <p>CK to share ICT equipment protocol devised by RB.</p>	<p>BH/Class teachers</p> <p>CK</p>	September onwards	
Risks from (non education) external visitors/contractors attending site	Staff Children Parents Contractors	<ul style="list-style-type: none"> <li>• Where possible, external visitors to meet via phone or teams or outside school hours.</li> <li>• Parents Evening during the Autumn, Spring Term and Summer term to take place via Computer link. <b>(To be reviewed half termly)</b></li> <li>• Family lunches, class assemblies and stay/play to be</li> </ul>	<p><i>Schools should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen</i></p>	Staff	September ongoing	

		<p>avoided during the autumn term, Spring term and <b>Summer term</b> to reviewed termly.</p> <ul style="list-style-type: none"> <li>• If on-site provision is needed and cannot be avoided during the school day (eg: emergency repairs), the five key controls should be explained and adhered to in particular hand washing/distancing and meeting within a well ventilated room.</li> <li>• Provision for learners with SEND should continue applying the system of controls. (Distancing and well ventilated rooms or outdoor provision where possible).</li> <li>• SEND/Safeguarding staff visits to share their Risk Assessment in advance of attending school.</li> <li>• Visitors will be minimised and only essential external visitors will be allowed to work within the school setting.</li> <li>• School Risk Assessment to be shared with external visitors.</li> <li>• Office to keep Track and Trace information of any visitors.</li> <li>• Visitors to be provided with an overview of the Risk Assessment and to check they are not displaying symptoms.</li> <li>• Contractors will not enter the school building.</li> <li>• Roof contractors will have own facilities on school car park.</li> <li>• Roofing work will not compromise the Covid-19 Risk Assessment.</li> <li>• Building work on Broom linked to new build will also be separate to school site. New build contractors are based on the school field with no access to the school.</li> <li>• Whilst children are arriving or leaving school via the Broom, no vehicles will access the haul road/Broom.</li> <li>• Any meetings with contractors etc. to be arranged where possible when children are not in school, alternatively outdoor where possible or at 2 metre distancing in the meeting room. (Cleaning to take place in room before/after meetings) and windows to be open to support ventilation.</li> <li>• No external lettings during the Autumn Term and</li> </ul>	<p><i>outside of school hours, they should. A record should be kept of all visitors.</i></p> <p>CK and BH to liaise with Boys Club, Rev Louise regarding parking.</p>	<p>BH/SLT</p> <p>BH/JH</p>		
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		spring term. This will be reviewed on a termly basis.				
Year groups mixing during fire evacuation procedures	Children Staff	<ul style="list-style-type: none"> <li>Revised policy to be in place.</li> <li>Years 5 and any members of staff in the Victorian Building or Hall to gather on High Street Playground.</li> <li>Children/staff to distance at 1+metres</li> <li>Year 6, 4 – line up on field (Spaced at 1m metres and in separate areas for each year group).</li> <li>YN, YR, Y1, Y2, Y3– Quadrant on Broom playground – spaced at 1 metre in class bubbles.</li> <li>Fire drills to trial new approaches and make adaptations if needed.</li> <li>(06.01.21 year group pods to use designated areas on new Fire Evacuation maps in classrooms), <b>08.03.21</b> <i>Return to fire procedures introduced in September and specific stations for classes as outlined during the Autumn Term.</i></li> </ul>	BH to create a plan to be shared with staff. Laminated example in each Covid file and classroom wall.	BH	August	
Risk if a child/member of staff is unwell with suspected Coronavirus symptoms – deep cleaning required	Children Staff Visitors	<p>The minimum <u>PPE</u> to be worn for cleaning an area where a person with possible or confirmed coronavirus (COVID-19) is disposable gloves and an apron. Hands should be washed with soap and water for 20 seconds after all PPE has been removed.</p> <p>If a risk assessment of the setting indicates that a higher level of virus may be present or there is visible contamination with body fluids, then the need for additional PPE to protect the cleaner's eyes, mouth and nose might be necessary. The local Public Health England (PHE) Health Protection Team (HPT) can advise on this.</p> <p>Non-healthcare workers should be trained in the correct use of a surgical mask, to protect them against other people's potentially infectious respiratory droplets when within 2 metres, and the mask use and supply of masks would need to be equivalent to that in healthcare environments</p> <p><b><u>Cleaning and disinfection</u></b> Public areas where a symptomatic individual has passed through and spent minimal time, such as corridors, but which are not visibly contaminated with body fluids can be cleaned thoroughly as normal. All surfaces that the symptomatic person has come into</p>	<p>CK, BH and VD to meet with cleaning team to go through protocols and procedures documented.</p> <p><b>Page 22-23 of updated guidance March 2021 to be followed.</b></p>	<p>CK, BH, VD</p> <p>Cleaning team</p>	September 2 <sup>nd</sup>	

		<p>contact with must be cleaned and disinfected, including:</p> <ul style="list-style-type: none"> <li>• objects which are visibly contaminated with body fluids</li> <li>• all potentially contaminated high-contact areas such as bathrooms, door handles, telephones, grab-rails in corridors and stairwells</li> </ul> <p>Use disposable cloths or paper roll and disposable mop heads, to clean all hard surfaces, floors, chairs, door handles and sanitary fittings, following one of the options below:</p> <ul style="list-style-type: none"> <li>• use either a combined detergent disinfectant solution at a dilution of 1,000 parts per million available chlorine</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• a household detergent followed by disinfection (1000 ppm av.cl.). Follow manufacturer's instructions for dilution, application and contact times for all detergents and disinfectants</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• if an alternative disinfectant is used within the organisation, this should be checked and ensure that it is effective against enveloped viruses</li> </ul> <p>Avoid creating splashes and spray when cleaning. Any cloths and mop heads used must be disposed of and should be put into waste bags as outlined below. When items cannot be cleaned using detergents or laundered, for example, upholstered furniture and mattresses, steam cleaning should be used. Any items that are heavily contaminated with body fluids and cannot be cleaned by washing should be disposed of.</p> <p><b>Laundry</b> Wash items in accordance with the manufacturer's instructions. Use the warmest water setting and dry items completely. Dirty laundry that has been in contact with an unwell person can be washed with other people's items. Do not shake dirty laundry, this minimises the possibility of dispersing virus through the air. Clean and disinfect anything used for transporting laundry with your usual products, in line with the cleaning guidance above.</p> <p><b>Waste</b> Waste from possible cases and cleaning of areas where possible cases have been (including disposable cloths and tissues):</p> <ol style="list-style-type: none"> <li>1. Should be put in a plastic rubbish bag and tied when full.</li> </ol>				
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		<p>2. The plastic bag should then be placed in a second bin bag and tied.</p> <p>3. It should be put in a suitable and secure place and marked for storage until the individual's test results are known. Waste should be stored safely and kept away from children. You should not put your waste in communal waste areas until negative test results are known or the waste has been stored for at least 72 hours.</p> <ul style="list-style-type: none"> <li>• if the individual tests negative, this can be put in with the normal waste</li> <li>• if the individual tests positive, then store it for at least 72 hours and put in with the normal waste</li> </ul> <p>If storage for at least 72 hours is not appropriate, arrange for collection as a Category B infectious waste either by your local waste collection authority if they currently collect your waste or otherwise by a specialist clinical waste contractor. They will supply you with orange clinical waste bags for you to place your bags into so the waste can be sent for appropriate treatment.</p>				
<p>Risks from children or staff who become unwell.</p> <p>(Infection Protection/PPE)</p>	<p>Children Staff</p> <p>Adults in school</p>	<ul style="list-style-type: none"> <li>▪ PPE is only needed in a very small number of cases including: <ul style="list-style-type: none"> <li>○ students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way;</li> <li>○ if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained.</li> </ul> </li> <li>▪ If contact with an unwell child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult.</li> <li>▪ If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.</li> <li>▪ The meeting room will be used for anyone displaying symptoms; other staff would be removed (windows to be</li> </ul>	<p>IF staff or children want to wear PPE; disclaimer to be completed and filed.</p> <p>Julia Hale, Deborah Heath and Bill Holland to meet First Aiders and go through PPE protocols and first aid bum bags.</p> <p>PPE to be monitored for usage and supply to be controlled.</p>	<p>BH/DH/First aiders Staff</p> <p>VD</p>		

		<p>opened widely and staff to remain distant)</p> <ul style="list-style-type: none"> <li>First aiders to be on a rota for medical issues at play/lunch and apply basic first aid. Gloves and aprons to be worn by first aider if treating a child for a minor injury (see guidance about PPE above).</li> <li>If a child or staff member has symptoms they will be asked to book a Covid test.</li> <li>Parents/carers and staff should inform school of the results of the outcomes of a test <b>by phone</b> rather than email as soon as they receive results.</li> <li>If someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.</li> </ul>				
<p>Risks to the wider school community if a positive case is confirmed</p> <p>(Infection Protection)</p>	<p>Children Staff Parents</p>	<p>If a positive case/outbreak occurs, the Local Outbreak Team at Staffordshire county Council will be contacted immediately and the school will follow the advice provided which will then be communicated with parents/carers and staff).</p> <p>Parents/carers must come and collect their child immediately if they receive a call from school which outlines that their child needs collecting following the outcomes directed by Public Health England.</p> <p>Other members of the household of the children not showing symptoms but who have been sent home can continue as normal (eg: going to work/school). However if the child shows symptoms during the isolation time, the household will then isolate.</p> <p>Headteacher to inform the LA.</p> <ul style="list-style-type: none"> <li>Telephone 0344 225 3560 (option 2)</li> <li>Out of hours advice 01384 679 031</li> <li>Provide details of anyone the child/staff member have been in close contact with if they were to test positive</li> </ul>	<p>Letters and advice prepared if needed.</p> <p><i>The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</i></p> <p><i>The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with</i></p>	<p>CK, office and SLT team to communicate with parents via phone call for collection.</p> <p>CK</p>	<p>September</p>	

		<p>for coronavirus (COVID-19) or if asked by NHS Test and Trace</p> <ul style="list-style-type: none"> <li>• <a href="#">self-isolate</a> if anyone been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)</li> <li>• If someone tests positive, they should follow the '<a href="#">stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>'</li> <li>• If the school becomes aware that a pupil or a staff the team will carry out a rapid risk assessment to confirm who's been in close contact with the person, and these people will be asked to self-isolate. To help with this, records will be kept of: <ul style="list-style-type: none"> <li>• The pupils and staff in each group</li> <li>• Any close contact that takes place between children and staff in different groups</li> <li>• Close contact means: <ul style="list-style-type: none"> <li>• Direct close contact – face-to-face contact with an infected person for any length of time, within 1 metre, including: (Any staff teaching across classes/groups to avoid face to face contact and aim to distance at 2metres)</li> </ul> </li> <li>• Being coughed on, or a face-to-face conversation, or unprotected physical contact (skin-to-skin) <ul style="list-style-type: none"> <li>• Proximity contacts – extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected person</li> </ul> </li> <li>• Travelling in a small car with an infected person</li> <li>• If there are 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus is suspected, the school will work with the local health protection team to decide if additional action is needed. Any advice given by the team will be followed.</li> </ul> </li> </ul>	<p><i>that person when they were infectious.</i></p> <p><i>The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups</i></p> <p>Contact guidance to be shared with staff so they are aware of the processes and why distancing.</p>	SLT		
Staff or children who are clinically extremely vulnerable	Staff Children	<ul style="list-style-type: none"> <li>• Individual Risk Assessments for staff/children to be devised on request within the following categories (BAME, Pregnant, previously shielding groups/have significant medical needs, disability, age). Systems of Controls to support the RA.</li> <li>• All staff with risk assessments to meet CK week</li> </ul>	<p>CK an BH to lead individual Risk Assessments. Seek HR advice if needed.</p> <p>(See page 30-32 for specific information regarding CEV, CV and</p>	CK/BH	August 2020	

		<p>beginning 04.01.20 to review and add any additions due to movement to National Lockdown. <b>Review to be completed with staff prior to full reopening on 08.03.21 or after shielding ends (31.03.21).</b></p> <ul style="list-style-type: none"> <li>Any staff who are within the CEV groupings to work remotely from home during National Lockdown <b>and from 08.03.21 in line with government guidance/legal advice. CEV Staff to return to work after 31.03.21 in line with government guidance.</b></li> <li><b>Staff who are 28 weeks plus pregnant to work from home. Risk Assessment in place for others within this category below 28 weeks and ensuring that all systems of control are in place (subject to changes in government guidance).</b></li> <li>Any children who are classed as clinically extremely vulnerable to learn from home (remote learning).</li> <li><b>For pupils who are self-isolating, or shielding and are within a vulnerable category, contact will be made daily to offer pastoral support, and check they are able to access education support.</b></li> </ul>	pregnant staff guidance)			
Risk for learners due to poverty, mental health issues of parents etc	Children Parents	<ul style="list-style-type: none"> <li>SLT to continue to phone parents where support is to continue (including during school holidays).</li> <li>Home visits/welfare checks if children are absent frequently during the Autumn term onwards.</li> <li>Home learning to be monitored for groups of children and intervention prioritised.</li> </ul>	Paired home visits and records logged.	SLT NR to liaise with RH (TIME)	Ongoing	

Curriculum, Behaviour and Pastoral Support						
What are the Hazards	Who might be harmed/affected?	What are you doing to control the risks	Further actions to control the risks	Who needs to carry out the action?	When is the action needed by?	Date achieved
Children's well being due to extended period of isolation from peers. (Social emotional and health well-being of children).	Children Parents Staff	<ul style="list-style-type: none"> <li>DSL/DDSL to prioritise Safeguarding and time dedicated to this.</li> <li>PSHE and frequent well-being reflection to take place within each class.</li> <li>Worry Box facility to continue and checked regularly by SLT.</li> <li><b>Well-being for Education Return Programme to be used by staff to support PSHE and return to school</b></li> </ul>	<p>Training day timetable to include safeguarding</p> <p>Weekly agenda</p>	SLT	Ongoing	

		<p>from 08.03.21.</p> <ul style="list-style-type: none"> <li>• Class discussions, positive praise, family values and approach to permeate a school day.</li> <li>• Assemblies via teams linked to Well-being and to support reflection and the future.</li> <li>• Staff to be alert to children's wellbeing and share with SLT. Support to be put in place if necessary eg: emotional coaching – Julia Hale/Sam Lewis.</li> <li>• Level 1 Safeguarding training for all staff (September 2<sup>nd</sup> 2020) as a reminder of key processes and protocols.</li> <li>• Staff to continue to use My concern to report any concerns. DSL/Deputy SLs to follow up concerns promptly and record actions.</li> <li>• Weekly update at Senior Leadership Meetings in relation to Safeguarding.</li> <li>• Safeguarding lead(s) to attend Trust/Staffordshire briefings and report back to safeguarding team in school.</li> <li>• Early Help Framework to be used if necessary for families where support needs are identified early.</li> <li>• Consistent member of SLT/Site-team on gate each day due to extended time of gate opening (CK, SB and BH/VD) to be on gate each day to safeguard entrance/exit and ensure that parental distancing is being adhered to.</li> <li>• If class bubbles or year group bubbles need to isolate, vulnerable children who are not in school to continue to receive calls (red children weekly, amber at least fortnightly).</li> <li>• Learning to resume on Teams along with Oak Academy if children are asked to isolate.</li> <li>• Any children not visible on teams or not answering phone calls home to be reported to Safeguarding team to follow up/paired home visit due to non-contact.</li> <li>• Parents to continue to use absence line to inform school of absences; text and contact to be made with parents if children are not in school and no reason provided (following attendance</li> </ul>	<p><i>Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.</i></p> <p>Office team/SB to liaise on a daily weekly basis linked to attendance.</p>	RN to lead		
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		<p>practices/safeguarding procedures).</p> <ul style="list-style-type: none"> <li>September 2020 safeguarding and child protection policy to be amended based on KCSIE 2020. Whole school training in September and online signing to check it has been re-read and understood.</li> <li>NR to work with class teachers to devise specific risk assessments for children with specific needs/behavioural needs and how these can be met within the systems of control/any adaptations to the normal procedures in place.</li> <li>Steven Russell SEMH support for children each Monday. Individual Risk Assessment in place with distancing for children within the assigned room.</li> <li>Children or families who are anxious linked to Coronavirus to have transition opportunities and phone calls prior to the return to school to explain risk assessment and procedures in place. Strategy in place from 28.02.21.</li> <li>Class teachers to make calls to children who are not classed as vulnerable but who may find the transition back to school difficult during week beginning 01.03.21.</li> </ul>				
Risks due to extended periods of time out of school including January National Lockdown.	Children	<ul style="list-style-type: none"> <li>A broad and balanced curriculum in all subjects to be maintained. All subject teaching to remain.</li> <li>Essential knowledge to be identified for Spring term.</li> <li>Formative assessment to be used to identify what knowledge is secure and diagnose gaps for individuals.</li> <li>Teaching to target gaps and ensure all children are back on track by the start of the summer term.</li> <li>Professional learning planned for 03.03.21 to share route map for provision and curriculum from 08.03.21.</li> <li>Intervention for excellence and Covid premium funds to be used to target loss learning as a result of Covid.</li> <li>Termly tests to be completed on 22.03.21.</li> <li>Additional Parents' Evening to be planned for after Easter for those who didn't attend in spring to signpost next steps to parents and pathway reports from FFT.</li> </ul>	P52 – February 2021 operational guidance.	School team		



		<p>arrangements can be put in to place to ensure teaching provision isn't reduced within school.</p> <ul style="list-style-type: none"> <li>• VD to ensure all contact details are up to date and numbers in Integris match with those on Parent Mail.</li> </ul>				
Children's educational progress following extended time at home.	Children Staff	<ul style="list-style-type: none"> <li>▪ Consider their pupils' mental health and wellbeing and identify any pupil who may need additional support so they are ready to learn. .</li> <li>▪ Identify and plan how best to support the education of high needs groups, including disadvantaged pupils, and SEND and vulnerable pupils. (SLT to liaise with Trust Intervention Manager and DELT to create a bespoke plan for specific children).</li> <li>• Timing of any quizzes or assessments to be discussed at SLT and timeframe presented to teachers so that children are not put under immediate pressure when first returning to school. (Quizzes and ongoing teacher assessments to be the prime assessment focus).</li> <li>• Leaders have mapped out the additions to Medium term planning to support a rapid focus on closing gaps.</li> <li>• Progression grids are in place for all subjects so that teachers can assess prior learning, specific gaps and target these through subsequent planning.</li> <li>• Our new Curriculum mapping to be implemented so that medium Term plans (which include prior learning links to address any lost learning) target children's progress effectively.</li> <li>• Academy Improvement Plan, professional learning for staff and monitoring to be targeted at ensuring pitch perfect teaching to allow all learners to close gaps and make excellent progress (Questioning driver across all subjects).</li> <li>• Marking of books – use of post it notes within a lesson to support distancing; teachers to wash hands before/after marking books. Working party to review marking and feedback.</li> <li>• Short term planning to be monitored weekly in line with books to ascertain impact of new planning and any adjustments needed to Medium Term Plans and the subsequent impact on short term planning.</li> <li>• Leaders to follow good hand washing guidance when</li> </ul>	<p>SLT to create clear assessment time line for staff.</p> <p>PSHE curriculum and timetabling to be shared.</p> <p>Staff to be involved in creating Academy Improvement Plan so that there is a shared understanding and commitment to this as a whole staff team.</p> <p>Monitoring schedule to be shared with staff.</p> <p>Revised marking policy in place September 2020</p>	SLT		Staff Curriculum leads



		<p>monitoring books.</p> <ul style="list-style-type: none"> <li>• PSHE planning and books to be monitored to see that the new Medium Term plans for PSHE are being implemented effectively.</li> <li>• Children who receive support from Sam Lewis, Julia Hale or Nikki Roadway to be considered and a rota in place for this; meeting room, library or outdoor spaces to be used due to window in door and ability to keep 2 metre distance. Teams meeting for child and Sam Lewis to continue; protocol for SL e.g.: in downstairs room, no pictures in background, no one to enter the room).</li> <li>• JH to contact parents whose families have had bereavements and support put in place if necessary.</li> <li>• Use Cross curricular contexts to also target lost learning e.g.: when learning as a scientist, historian, geographer, artist etc. apply elements of the maths, reading and writing curriculum. Maths and English leads to analyse Medium Term plans and add the prior learning foci to be targeted.</li> <li>• Layered targets for reading and writing to be re-introduced to target lost learning which are rigorously taught, tracked and monitored for impact.</li> <li>• Autumn Term intervention and TA targeted provision to focus on Reading (9-10 phonics and guided reading/1:1 reading.)</li> <li>• Afternoon 1:1 reading with a focus on KS2.</li> <li>• Extra phonics interventions will be provided for children who demonstrate a decline or lack of progress with Phonics and reading.</li> <li>• Third Space Maths targeted intervention for 15 children in Y5 during the Autumn Term.</li> <li>• Leader in school to liaise with Trust Intervention Manager for Excellence to create bespoke plan for DPA.</li> </ul>		<p>JH, NR, SL</p> <p>JA/CM/ subject leaders</p> <p>SB</p> <p>NR, TIME</p>		
Risks from teachers moving to more than one class/year group to target curriculum deliver/intervention	Staff Children	<ul style="list-style-type: none"> <li>• Within the planning, minimise the need for staff to move as far as possible whilst ensuring that a broad curriculum and targeted provision is also central to decisions.</li> <li>• <b>Between March 8<sup>th</sup> and Easter, phonics in consistent</b></li> </ul>	All staff following the systems of Control	SLT All staff	September	

		<p>groups. Any changes will be infrequent and after a weekend.</p> <ul style="list-style-type: none"> <li>Phonics groupings will take place mainly within a year group. (This will be reconsidered when guidance is updated as this would be the preferred teaching mechanism).</li> <li>Hand washing will take place before/after phonics.</li> <li>TAs to support with table cleaning before/after phonics.</li> <li>Phonics to be taught in well ventilated rooms and distance to children to be targeted.</li> <li>In particular, staff should avoid close face to face contact and minimise time spent within 1 metre of anyone.</li> <li>One to one reading in the afternoon to take place in well ventilated rooms (windows open/outdoor weather permitting). Distancing to be in place and preferable side to side rather than face on discussions.</li> <li>TAs to wash hands or hand sanitise between each reader.</li> <li>Rather than children changing enrichment teachers each month, this will become half termly. Changes will take place after one week half term/two week end of term holidays (initially).</li> <li>Phonic teachers within a year group will also teach the enrichment cover.</li> <li>In-line with guidance supply teachers/internal cover can be provided ensuring that the Systems of Control are in place.</li> </ul>				
Risks from Peripatetic or specialist teachers due to their contact with staff/children in other schools.		<ul style="list-style-type: none"> <li>Specialist teachers to avoid social/shared areas with staff.</li> <li>Handwashing and the systems of control to be explained to specialist teachers. Risk Assessment to be read and signed by all specialist teachers.</li> <li>PE coach to work outside with children to further minimise risk.</li> <li>Music specialist teachers (Sara Kimber and Rocket Music) to follow Risk Assessment and 2 metre distancing from children and other staff.</li> <li>Singing can only take place outside with social</li> </ul>	<p><i>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.</i></p> <p><i>Specialist teachers to share their</i></p>	<p>SLT to share protocols with staff</p> <p>Specialist teachers</p>	September	

		<p><b>distancing and to be reviewed after the Easter break.</b></p> <ul style="list-style-type: none"> <li>Instruments (wind instruments will not be used) to be cleaned prior to use and after use along with hand washing before and after use of instruments.</li> <li><b>Music and sports clubs via class groups to start after Easter break in class groups (earlier if systems allow).</b></li> </ul>	<i>risk assessment for checking.</i>			
Lunch time and after school music and PE provision due to class and year group bubbles	Children Staff Parents	<ul style="list-style-type: none"> <li>Lunch and after school clubs to be set up in class groups each half term rather than mixed age groups.</li> <li>CM and JA to map this out across a year so that it is equitable in terms of curriculum experiences.</li> <li>Clubs to be postponed during the Autumn Term and to be reviewed each half term following Trust advice.</li> <li>Clubs will not start back <b>initially</b>. This will be reviewed and decisions made for the Summer term based on scientific advice and tier systems.</li> </ul>	Plan to be shared with parents during August.	CM/JA	13.07.20	
Children's behaviour which may put the systems of control at risk	Children Staff Parents	<ul style="list-style-type: none"> <li>Behaviour code to be further revised based on new guidance.</li> <li>Code to be shared with parents/children</li> <li>Staff to share the behaviour code with children including the reasoning behind why the code is important.</li> <li>Each class to have the behaviour code displayed and refer to regularly.</li> <li>Class behaviour chart to reinforce positive behaviour.</li> <li>Consequence chart to be used if children don't follow the behaviour code. (Staggered response)</li> <li>Due to the impact and popularity of Class Dojo system; continue to use this to record positive and negative points.</li> <li>Learner of Week Certificate and rewards for children who are following the behaviour code.</li> <li>Risk assessments for specific children due to their learning or behavioural needs including safety for staff if close contact is needed.</li> <li><b>Behaviour code to be drip fed during week beginning 8<sup>th</sup> March on wards to re-visit and provide positive feedback.</b></li> </ul>	<p>JL to revise behaviour policy and consequence ladder. PowerPoint/posters in place.</p> <p>BN to share full facility with children linked to Class Dojo.</p> <p>CK/SLT to use announce attendance, positive points awards linked to new House teams to motivate behaviour and attendance. Attendance cup.</p> <p>NR individual Risk Assessments</p>	<p>JL to introduce and monitor</p> <p>Class teachers</p>	<p>13.07.20 Introduced September 2020</p> <p>Review half termly</p>	

Assessment and Accountability						
What are the Hazards	Who might be harmed/affected?	What are you doing to control the risks	Further actions to control the risks	Who needs to carry out the action?	When is the action needed by?	Date achieved
Pressure for teachers and pupils in preparation for Y1 Phonics, Key Stage 1 SATs, Y4 multiplication and Year 6 SATs. (Replaced with teacher assessment for the Summer term)	Children Staff	<ul style="list-style-type: none"> <li>Tests have been suspended for the academic year; ongoing teacher assessments will continue to track progress and target need.</li> <li>Test data won't be used for performance management purposes for staff in line with government expectations. Focus is on the acquisition of accurately pitched learning/knowledge taught by the teacher day by day and week by week.</li> <li>Formative assessment will be used rather than rigorous testing to determine children's retained knowledge and gaps (eg: quizzes, questioning, on-going marking, to assess gaps in knowledge and understanding.</li> <li>A reading fluency and phonic skill check will take place during March. This will be presented to children as a reading activity and not a check/test.</li> <li>Providing a nurturing environment with praise, kindness and care in line with our whole school vision and values.</li> <li>Adapting the Long, Medium and Short term planning to adapt the curriculum coverage and progression.</li> <li>Professional learning for staff linked to on-going assessment for learning.</li> <li>Half termly tracker or pupil well being and strategies to support using wave 1-4 criteria.</li> </ul>	<p>Sharing of good practise across the Trust.</p> <p>Trust intervention Manager – providing be spoke support for interventions across the school.</p> <p>Schools and colleges should not use the 2020 or 2021 results data as part of their teacher performance management process.</p> <p>Monitoring schedule to be devised by SLT taking this element in to account.</p>	<p>SLT</p> <p>Teachers</p> <p>Subject leaders</p>	For September	

Contingency Planning to Provide Continuity of Education in case of a local Outbreak.						
What are the Hazards	Who might be harmed/affected?	What are you doing to control the risks	Further actions to control the risks	Who needs to carry out the action?	When is the action needed by?	Date achieved
Detriment to children's progress and learning if there is a local outbreak	Children Parents Staff	<ul style="list-style-type: none"> <li>Use the successful models used during initial lockdown through the use of learning via teams and feedback to children from class teachers.</li> <li>SLT and BN to devise a specific plan for class, year group or wider closure of school and the remote learning provision (To be finalised by 15.09.20)</li> <li>Curriculum provision would continue using Teams.</li> <li>For children with limited internet access, paper resources to be provided in conjunction with parental requests.</li> <li>BN to continue to lead on-line learning provision; directing and leading key processes for staff to follow based on the strategic learning plan created by 15.09.20.</li> <li>Home learning from September to take place on Teams to ensure that children continue to use this approach</li> <li>Processes for Key workers and hampers to be re-established if necessary and rota system in school.</li> <li><b>Collaborative monitoring February 2021 and key strengths and actions to be used to enhance remote learning from 8<sup>th</sup> March for class closures.</b></li> </ul>	<p><i>Liaise with DELT/TIME.</i></p> <p><i>Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. In developing these contingency plans, we expect schools to:</i></p> <ul style="list-style-type: none"> <li><i>use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations</i></li> <li><i>give access to high quality remote education resources</i></li> <li><i>select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use</i></li> <li><i>provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</i></li> <li><i>recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.</i></li> </ul>	SLT Staff	<i>If an outbreak occurred.</i>	