

The Spire Federation – East Wold & North Cockerington CE Primary Schools

Risk Assessment School Opening September 2020

Hazard: Something with the potential to cause **harm**.

To Assess Risk: Consider **Severity** (S) and **Likelihood** (L) **without** Control Measures. **Multiply** (S x L)= risk

Describe Control Measures: Control measure(s) **reduce** the likelihood, **and/or** severity of **harm**, reducing **risk**.

Re-assess Risk, considering Severity (S) and Likelihood (L) **with** Control Measures in place.

Multiply (S x L) = **Risk Rating** (with controls).

Severity (S)	x	Likelihood (L)	=	Risk Ratings (R)	
Fatality = 5		Likely = 5		20 +	Very High Risk
Injury (Specified injury / RIDDOR reportable) = 4		Probable = 4		15 - 19	High Risk
Injury (requiring treatment and/or 3 to 7 day absence) = 3		Possible = 3		9 – 14	Medium Risk
Injury (requiring treatment and/ or absence less than 3 days) = 2		Unlikely = 2		4 – 8	Low Risk
Minor Injury = 1		Very Unlikely = 1		1 - 3	Very Low risk

Prepared: 8.7.2020

Presented to Staff: 9.7.2020

Presented to Governors: 9.7.2020

Presented to Parents: 16.7.20
2.12.20

Reviewed: 30.8.20 4.11.20 5.11.20 areas may have been deleted that are no longer appropriate 19.11.20

Hazard	Severity	Likelihood	Risk	Theme	Government Level Key action list	School Level Control Measures - Mitigation, responses and confirmation that actions have been completed.	Severity	Likelihood	Risk
People with the virus infecting others Risk to health due to COVID-19				Prevention	Minimise contact with individuals who are unwell by ensuring that those who have COVID-19 symptoms, or someone in their household does, do not attend school (All times)	Communicate so that everyone knows that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home. This will be communicated by: Staff handbook and training, Parents letters, COVID agreement and information on the website. Parents not to send children with symptoms to school. Any child displaying symptoms to be escorted straight to the isolation room and be sent home. Staff to inform EHT as soon as any symptoms (Phone EHT mobile). If the staff member is in school, radio the office/SLT to ensure someone can be with the children (if applicable) and go home (if safe to travel, or if not attend the isolation room until support is arranged). Those sent home should follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms. If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop symptoms. Siblings of children displaying symptoms will be sent home at the same time as the symptomatic child.			

People with the virus infecting others Risk to health due to COVID-19				Child awaiting collection - isolated	Isolation rooms are: EW - Quiet room with use of the disabled toilet NC - Library area so that supervision can be via Kingfisher/Owl class, disabled toilet and collection from entrance near disabled toilet. Windows should be opened to ensure ventilation. The rooms are equipped with a first-aid kit, bottled drinking water, PPE and hand sanitiser. These items are stored in a lidded box to ensure these items to not become soiled. Protocol for responding to a person(s) who has fallen ill: if any pupil or staff member is showing Covid-19 related symptoms, they must be escorted to the isolation room immediately whilst ideally maintaining 2m distance. The staff member supervising the patient must wear PPE if 2m distance cannot be maintained (mask, gloves, apron, eye protector) and must oversee with the individual until they are collected from school. Ideally the library doors (NC) will be closed with staff supervising through the glass door. There needs to be a 2m distance from others when escorting pupils to/ from the isolation room. At EW the quiet door would be open and the child supervised from a distance. In this case the other doors in the administration block would all be closed. The potential case will be communicated to all staff via radio. With Covid-19 related incidents schools should follow their normal protocol for responding to accidents, with the additional requirement of maintaining social distancing, the use of PPE and the need to keep the individual within the isolation room until they are collected. If a pupil/staff members condition is not considered critical, for children, their parents should be asked to collect them as quickly as possible. If the condition of the patient is considered critical, the emergency services should be contacted via 999. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom (NC disabled toilet and EW Office toilet) The 'Do			
---	--	--	--	--	--	--	--	--

					not use' sign should be displayed and the bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else. Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test & Trace. Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance. Protocol for when the incident is over: The area around the person with symptoms must be cleaned after they have left to reduce the risk of passing the infection on to other people. Along with any items used by the patient prior to being taken ill. If this is not possible, items should be removed from use until the scheduled clean can be completed. See the COVID-19: cleaning of non-healthcare settings guidance. All PPE worn by the supervising adult must be securely double bagged and retained for 72 hours before being put in the main waste and thorough hand washing must be completed before continuing with their duties. Schools must obtain an update on the individual's health, ensuring that Government guidance regarding testing and self-isolation is adhered to. Office staff to track cases and save file on the Google drive for review by EHT Any member of staff who has provided close contact care to someone with symptoms, even while wearing PPE, and all other members of staff or pupils			
--	--	--	--	--	--	--	--	--

						who have been in close contact with that person with symptoms, even if wearing a face covering, do not need to go home to self-isolate unless: • the symptomatic person subsequently tests positive • they develop symptoms themselves (in which case, they should arrange to have a test) • the symptomatic person subsequently tests positive • they are requested to do so by NHS Test and Trace or the PHE advice service (or PHE local health protection team if escalated) Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell.			
--	--	--	--	--	--	--	--	--	--

Risk to health due to COVID-19				Prevention	Where recommended, use of face coverings in schools Primary school children will not need to wear a face covering. In primary schools where social distancing is not possible in areas outside of classrooms between members of staff or visitors, for example in staffrooms, headteachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances. It is not mandatory for staff and visitors (in primary schools) to wear face coverings. In situations where social distancing between adults in settings is not possible (for example when moving around in corridors and communal areas), settings have the discretion to recommend the use of face coverings for adults on site, for both staff and visitors.	All visitors to the school site are required to wear face coverings (unless exempt). This includes parents dropping off and collecting children. Staff will wear face coverings when working in close contact with visitors and when likely to come into contact with members of the public – at the entrances to school. Due to the rises in cases locally, it is recommended that in situations where social distancing between adults is not possible (for example when moving around in corridors and communal areas), staff use face coverings. 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. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully. Although not school property, we would appreciate it if parents at North Cockerington school would wear face coverings and maintain social distancing when outside the school gates in the parking area.			
---------------------------------------	--	--	--	-------------------	--	---	--	--	--

Risk to health due to COVID-19				Prevention	Clean hands thoroughly and more often than usual (All times)	All pupils and staff will clean their hands regularly including: when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Handwashing: soap and water or hand sanitiser are considered suitable (paper towels acceptable ways to dry hands). - Handwashing must take place: - upon arrival - after break times - before and after snack/lunch - prior to home time - When they change rooms - after coughing or sneezing into hands/putting hands in mouth etc after physical exercise - After toilet use All visitors must be directed to wash their hands or to use hand sanitiser upon arrival. Each class has a designated hand washing station. Hand sanitiser 'stations' for staff are available in each class, offices & staff rooms. Sinks to be used by children. Hand sanitiser should be kept away from the children due to risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. All children should be taught how to wash their hands correctly. Signs are erected in all classrooms/near all sinks to ensure that pupils are reminded how to wash their hands correctly. Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books. Schools to ensure: • the availability of soap and hot water in every toilet and classroom.			
--	--	--	--	--------------------------	--	---	--	--	--

						Caretaker to check daily before the start of school the location of hand sanitiser stations, for example at the school entrance for pupils and any other person passing into the school to use, and their replenishment.			
Risk to health due to COVID-19				Prevention	Ensure good respiratory hygiene by promoting a 'catch it, bin it, kill it' approach (All times)	- Staff to promote/ teach the 'catch it, bin it, kill it' approach - Supplies of tissues in all spaces – administrators to ensure that stocks are replenished to ensure sufficient supplies - Lidded bins available - Signage to promote good respiratory hygiene - Individual pupil risk assessments in place where necessary			

Risk to health due to COVID-19 -			Prevention	Keeping occupied spaces well-ventilated	Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained. • natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air. Areas with doors opening on unlocked areas of the site, which are opened at break to change the air, should be manned. • natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so) To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate: • opening high level windows in preference to low level to reduce draughts • increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused) • providing flexibility to allow additional, suitable indoor clothing. • rearranging furniture where possible to avoid direct drafts Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.			
---	--	--	-------------------	--	--	--	--	--

Risk to health due to COVID-19			Prevention	Introduce enhanced cleaning, including frequently touched surfaces touched surfaces often using standard products, such as detergents (All times) Enhanced cleaning schedule includes: • more frequent cleaning of rooms / shared areas that are used by different groups • frequently touched surfaces being cleaned more often than normal • different groups having their own toilet blocks could be considered if the site allows. Toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet	Cleaning schedule (group settings): if only one group is using a space, cleaning must be completed once a day. Cleaning schedule (communal areas): For any areas shared but staff or different groups, at least one additional midday clean must be completed. Areas used by different groups should be cleaned in between groups. Cleaning supplies: ensure good stock levels are maintained at all times. Any mats used should be disinfected after use (when the children are out of the classroom/hall). Outside benches will be sprayed with Milton after each use. High touch surfaces (door handles, toilet levers, taps, banisters, soap dispensers, telephone etc) and toilets should be disinfected in accordance with the cleaning rota. Cleaning checklist to be completed. School cleaning undertaken at 3.30. Disinfection provided by Carlton Cleaner, Dettol spray and antibacterial (incl virus) wipes available. All areas thoroughly cleaned at the end of each day by Carlton Cleaners - along with telephones and other areas defined in the CC arrangements agreement. All staff to use disinfectant wipes on telephones, radios and computers before use. If any area is used by more than one bubble the area must be cleaned between users. Staff to ensure tables are cleaned before /after eating. Children may be asked to support this by using antibacterial wipes. Children and staff have their own set of resources. Unnecessary items removed. Soft furnishings/toys removed. Playdough removed. Sand and water trays removed. Climbing frames should not be used. <i>Pending additional risk assessment.</i> Library book box to allow for books to be left for 72 hours before use.			
--	--	--	--	--	--	--	--	--

						Where staff are working with a child on a 121, a small group of children or a class the chairs, tables and screen (if used) should be cleaned with disinfectant before staff/child handover takes place.			
--	--	--	--	--	--	--	--	--	--

Risk to health due to COVID-19				Prevention	Minimise contact between individuals and maintain social distancing wherever possible (Properly consider & schools put in place measures that suit their circumstances) Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum. The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on: - children's ability to distance - the lay out of the school - the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary)	Groups of Children & Locations: East Wold – There will be 2 bubbles which will not mix: EYFS and KS1 Bubble – This bubble will be based in the Willow/Beech Block. They will only use the KS1 toilets and cloakroom. KS2 Bubble - This bubble will be based in the Oak/Elm Block and Hazel classroom. They will only use the KS2 toilets and cloakroom. North Cockerington – There will be 2 bubbles which will not mix: Robin bubble - EYFS and Year 1 - This bubble will be based in Robin class with the EYFS outside area and woodland area. They will only use the toilets and cloakroom near Robin class. KO Bubble - This bubble will be based in the Kingfisher and Owl classes, conservatory and hall. They will only use the toilets and cloakroom next to Kingfishers. Although both schools have 2 bubbles, classes within bubbles should be distanced wherever possible. Measures within the classroom Ideally, adults should maintain 2 metre distance from each other, and from children. Teachers will aim to set their classrooms up to facilitate this. PPA and management time can be covered by the HLTA/TA who may work in more than one bubble. Adults should avoid close face to face contact and minimise time spent within 1 metre of anyone. This 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. For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible.			
--	--	--	--	--------------------------	--	---	--	--	--

				It is likely that for younger children the emphasis will be on separating groups, and for older children it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible. Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. They have been used in schools in the summer term in recognition that children, and especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure. Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible. Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or	All pupils from Year 1 and above should be seated side by side and facing forwards. Pupils will have a designated desk place. Those pupils that may require additional support will be seated nearer the front. Unnecessary furniture will be moved out of classrooms to make more space so there is as much space between pupils as possible. Pupils will, however, be sat side by side. In most cases, 2 children will be sat at tables designed for 2 children. Children (Year 1 and above) to have a set place in each class and will not be able to freely move around school. The number of resources in classes has been reduced/reorganised in order to make sure surfaces can be wiped clean. Many resources that are not easily washable have been removed. For younger children, the resources made available for child-initiated learning should be carefully considered. For example, malleable resources, such as play dough, should not be shared. Play dough not to be used. Children should be taught to wash their hands frequently, but particularly after using wheeled bikes, trikes and other large, movable toys. Children should be encouraged where possible not to touch their faces or to put objects in their mouths. Interventions • Staff wash hands before and after working with each pupil /group of pupils • A space is identified for the intervention to take place, where the member of support staff will maintain a distance from the pupils. • The school will review groups so that each small group receiving support is drawn from one bubble only • All equipment needed for the child is set up in the space before the start of the session / Pupils will bring all equipment they require with them to the intervention area. • Staff go to the child's classroom, standing at the entrance to collect the pupil(s) (not entering the classroom) • The child(ren) follows the staff member (at a distance) to the identified area and returns to class following the intervention in the same way			
--	--	--	--	---	--	--	--	--

				managing the practical logistics within and around school, they can look to implement year group sized 'bubbles'. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. Where	• The intervention is provided at a distance • After the child(ren) has returned to class, the member of staff cleans the desk area and washes any equipment that needs to be used by another pupil • Where the staff member providing support is in a high risk category; the school has installed a screen in the intervention space so the staff member can continue to be in school and provide support. Measures elsewhere Groups should be kept apart therefore: Collective worship will be in classes (singing will not take place inside). Staggered lunch breaks/breaks will take place. Lunches to be taken in each allocated room supervised by the bubble lead/allocated lunchtime staff. Outside play will be on a rota and supervised to allow staff to have their break. (Trim trails/tyres not to be used initially – <i>pending additional risk assessment</i>). Outside toy boxes to be allocated to each bubble. Contact games are not permitted. Hand washing before and after use of playtime toys. Toys should be cleaned regularly. Use of communal staff areas: • Use of staff rooms should be minimised • Staff must maintain 2-metre social distancing whilst using staff facilities. • Staff breaks are staggered wherever possible. • Only one member of staff in the offices and photocopier areas • Floor markings and signage to remind staff. • EW - Staff room (office and KS2) and Bee Hive (KS1) to be used as staff areas with respective toilets • NC - Staff room (KO bubble) and upstairs office (Robin) to be used as staff areas. KO bubble staff to use the disabled toilet whilst Robin and Office staff to use the upstairs toilet. • Sanitizer to be used before using kettle, fridge etc.			
--	--	--	--	--	---	--	--	--

				staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.	• Staff to bring in their own cup – all school pots/cutlery not to be used. • Staff and governor meetings to be held virtually where possible Signage, posters and training: posters encouraging social distancing and the importance of maintaining hygiene levels must be displayed around the school. Staggered start and finish times Communicate the start and finish times with parents, drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed. Times are based on house colours (as siblings are in the same house colour) and are as follows: Red and blue – 8.45-3.15 Green and yellow/purple – 9.00-3.30 Different entrances will be used for pupils arriving: NC – Robins – main entrance, Kingfishers & Owls – side entrance (opposite Kingfishers) EW – Willow – class door, Beech – class door, Elm & Oak – Main entrance Playground gates will be locked. Face coverings on arrival: Pupils enter school, hang their coat up and must wash their hands immediately on arrival (as is the case for all pupils). Pupils should dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. Pupils must be instructed not to touch the front of their face covering during use or when removing them. Other considerations Social stories will be developed where appropriate for SEND children so that they are prepared for the changes.			
--	--	--	--	--	--	--	--	--

Supply teachers/peripatetic teachers/sports coaches can move between schools however they should minimise contact and maintain as much distance as possible.

Visitors:

Where possible, visits should take place outside of school hours.

Parents must be asked to arrange telephone appointments should discussions with teachers be required.

Face-to-face meetings must be discouraged. Urgent face-to-face meetings taken must ensure that social distancing is maintained.

Visitors should be asked that if they have symptoms or have been in contact with anyone who has symptoms that they do not enter the school grounds.

Hygiene and physical distancing should be explained before or on arrival.

Hand washing should take place immediately before and after a meeting.

A record of all visitors is maintained with sufficient detail for track and trace.

Visitors will be restricted to those that are classed as essential.

Class worship will be undertaken in each bubble - Father James' virtual assemblies should be undertaken. The term assembly list should be used by staff.

The office will no longer be 'open', messages will be via email and appointments telephone/virtual.

Deliveries - Deliveries to be left outside/lobby where social distancing is maintained. Staff should not need to sign for deliveries.

Resources:

Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.

					Outdoor playground equipment should be more frequently cleaned. Pupils must limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats and books. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Hands should be cleaned before and after use. These resources should also be cleaned / rotated. Entry and exit points (classrooms): where possible, we will use doors leading outside in addition to the main door leading in from corridors. Fire doors to be used for entry to some bubbles and at playtimes. Entry and exit points (main access): where possible, we will create entrance only and exit only points into the main building/site at specific times of the day (e.g. morning arrivals and home-time). Communication to parents informing them that they should not gather at the school gates to talk to other parents. Corridor and stair usage: there is low risk of contagion though passing people in corridors and stairwells, however, they should only be used for safe rapid-transit from one place to another. Signs are placed near the stairways at North Cockerington. One-way system in place at East Wold. Fire strategy: we have reviewed our fire evacuation strategy, taking into account the need to ensure class groups do not interact during an evacuation. The muster points must be capable of accommodating these groups whilst maintaining at least two metres between each bubble. A planned evacuation must be completed the first week of reopening.			
--	--	--	--	--	---	--	--	--

Risk to health due to COVID-19				Prevention	Where necessary use appropriate Personal Protective Equipment (PPE) (Specific circumstances)	PPE - when it is required: The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including: • where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained • where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used PPE - what items are required: should PPE be required, the following items should be provided to staff members; - a fluid-resistant surgical face-mask - disposable gloves - disposable aprons These items are considered single-use and must be securely placed in a lidded waste bin when no longer required. In addition, protective eye wear should be worn, and disinfected after use/disposed of, where there is a risk of droplets entering the eye. Administration team will order sufficient levels of these items. Staff training video circulated on correct use of PPE and Govt guidance usage sheet is kept with all PPE supplies/first aid boxes. PPE to be located in isolation rooms, supply in each bubble and office. Individual staff risk assessments may include the use of PPE.			
--------------------------------	--	--	--	------------	--	---	--	--	--

Risk to health due to COVID-19			Response to infection	Engage with the NHS Test and Trace process (Must be followed in every case where they are relevant)	Communicate requirement that staff and parents will need to be ready and willing to: - book a test if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit - provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace - self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19) Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. We will issue a test to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where we think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits. The kits are allocated in accordance with our criteria to minimise the impact of the virus on the education of our pupils. We will ask parents and staff to inform us immediately of the results of a test: • If someone with symptoms tests negative for coronavirus (COVID-19), then they need should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 14 days from the date of that contact. • If someone with symptoms tests positive, they should follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of			
--	--	--	-------------------------------------	---	--	--	--	--

						smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should continue to self-isolate until their temperature returns to normal. Other members of their household should all self-isolate for the full 14 days. Parents will receive the above information via email and it will be displayed on our web-site.			
--	--	--	--	--	--	---	--	--	--

Risk to health due to COVID-19				Response to infection	Manage confirmed cases of coronavirus (COVID-19) amongst the school community (Must be followed in every case where they are relevant)	Swift action must be taken when we become aware that someone who has attended has tested positive for coronavirus (COVID-19). The EHT should be informed to contact the local health protection team. <i>This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</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. 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 that person when they were infectious. Close contact means: • direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) • proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual • travelling in a small vehicle, like a car, with an infected person The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we will keep a record of pupils and staff in each bubble, and any close contact that takes places between children and staff in different groups. This should be a proportionate recording process. We do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others. Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is			
--	--	--	--	-------------------------------------	--	--	--	--	--

					self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’. They should get a test, and: • if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days. • if the test result is positive, they should inform school immediately, and must isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation. In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice.			
--	--	--	--	--	---	--	--	--

Risk to health due to COVID-19				Response to infection	Contain any outbreak by following local health protection team advice (Must be followed in every case where they are relevant)	If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required. All confirmed cases should be recorded on the COVID-19 Confirmed Case record sheet on the Google Drive. The EHT should review the record along with the with the sickness absence weekly. The EHT will work with the Health Protection Team where the trigger is met. In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams. In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.			
---------------------------------------	--	--	--	------------------------------	---	---	--	--	--

Risk to health due to COVID-19				Transport	Transport to school	Communication will encourage parents, staff and pupils to walk or cycle to school if at all possible. Private car use will also be an option. Where school transport is used the risk of infection should be minimised by: • how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school • use of hand sanitiser upon boarding and/or disembarking • organised queuing and boarding where possible • distancing within vehicles wherever possible • open windows and ceiling vents • children aged 11 and over should wear a face covering Children must not board transport if they, or a member of their household, has symptoms of coronavirus. Staff and pupils travelling by other means: you must ensure that travel is done safely; If individuals are limited to using public transport and social distancing is not possible, precautions must be taken in line with guidance (i.e. to wear face coverings).			
--------------------------------	--	--	--	-----------	---------------------	---	--	--	--

Pupils long term education, well-being and wider development is adversely impacted via the pandemic				Pupil Attendance	Attendance – this is mandatory from Autumn term 2020 • parents' duty to ensure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age; • schools' responsibilities to record attendance and follow up absence • the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct	The attendance expectations will be communicated to parents prior to the summer holiday. Registers - Online registers to be taken (see register procedure) and children will not be walking freely around school. Absence is followed up by the office staff and weekly absence reports are issued to EHT for review. LCC contacted where a child fails to attend school regularly; Spire Attendance Procedures followed and appropriate letters issued. Pupils who are Clinically Extremely Vulnerable (CEV) should not attend an education setting. - There are a relatively small number of pupils or students under paediatric or other specialist care that have been advised by their GP or clinician not to attend an education setting. Parents should be advised to speak to their child's GP or specialist clinician if they have not already done so, to understand whether their child should still be classed as clinically extremely vulnerable. Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend education. Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we will immediately offer them access to remote education. We will monitor engagement with this activity. Where children to attend school as parents are following clinical and/or public health advice, absence will not be penalised. The recovery curriculum will support pupils that may be anxious when returning to school. Where the contingency framework is implemented, all children should attend unless the DfE advises that only vulnerable children and children of critical workers should attend.			
---	--	--	--	------------------	---	---	--	--	--

Insufficient staff to operate the schools			Staffing	School Workforce - from 1 August, we expect that most staff will attend school. . All staff should follow the measures set out in the system of controls section of this guidance to minimise the risks of transmission. This includes continuing to observe good hand and respiratory hygiene and maintaining social distancing in line with the provisions as set out in section 5 of the 'prevention' section.	Staff who are clinically extremely vulnerable – Individual risk assessments are in place and staff may attend work subject to these assessments. All other staff should continue to attend work, including those living in a household with someone who is clinically extremely vulnerable. Staff who are clinically vulnerable can attend school. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission. This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in section 6 of the 'prevention' section of this guidance. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children and adolescents. Staff who are pregnant - Pregnant women are in the 'clinically vulnerable' category and are generally advised to follow the above advice, which applies to all staff in schools. More guidance and advice on coronavirus (COVID-19) and pregnancy is available from the Royal College of Gynaecologists. All pregnant women should take particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home or workspace. An employer's workplace risk assessment should already consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers (for example, from working conditions, or the use of physical, chemical or biological agents). Any risks identified must be included and managed as part of the general workplace risk assessment. If a school is notified that an employee is pregnant, breastfeeding or has given birth within the last 6 months, the employer should check the			
---	--	--	----------	---	--	--	--	--

					workplace risk assessment to see if any new risks have arisen. If risks are identified during the pregnancy, in the first 6 months after birth or while the employee is still breastfeeding, the employer must take appropriate, sensible action to reduce, remove or control them. While it is a legal obligation for employers to regularly review general workplace risks, there is not necessarily a requirement to conduct a specific, separate risk assessment for new and expectant mothers. However, an assessment may help identify any additional action that needs to be taken to mitigate risks. Staff who may otherwise be at increased risk from coronavirus (COVID-19) - Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report, which looked at different factors including age and sex, where people live, deprivation, ethnicity, people's occupation and care home residence. These staff can return to school in the autumn term as long as the system of controls set out in this guidance are in place. The reasons for the disparities are complex and there is ongoing research to understand and translate these findings for individuals in the future. People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace. Individual staff risk assessments are undertaken for staff that are vulnerable. Staff working with children where 2m is not maintained can reduce risks by: • using screens or barriers to separate people from each other • using back-to-back or side-to-side working whenever possible			
--	--	--	--	--	---	--	--	--

Staff suffer with mental health issues				Staff Well-being	Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process. All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school. The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about the extra mental health support for pupils and teachers is available. The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.	Staff to receive the Risk Assessment to enable staff comment and feel confident in new operations Working from Home risk assessments in place Staff risk assessment in place Staff virtual meetings and well-being check in calls/emails Well-being practices / resources shared SLT regularly review well-being Staff handbook produced and staff have risk assessments and updates. Staff training briefing – 21.7.20 Governor report updates on staff well-being Use of national home learning resources LCC Counselling Services / Education Support Partnership promoted in staff areas. Managers to discuss and agree any changes to roles as staff may need to be deployed to different roles to welcome all pupils back to school.			
--	--	--	--	------------------	--	--	--	--	--

Pupils with SEND do not receive appropriate support				SEND & Teaching Assistants	Schools should ensure that appropriate support is made available for pupils with SEND Teaching assistants and specialist staff from both within and outside the school to work with pupils in different classes or year groups. Where support staff capacity is available, this may support catch-up provision or targeted interventions. Teaching assistants may also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher (under the Education (Specified Work) (England) Regulations 2012 for maintained schools. Staff to communicate with pupils before return. Individual return to school risk assessments are in place as needed. Social stories are in place to support children.			
Increased risk of infection and staff unsuitable being employed				Recruitment	Recruitment should continue as usual. Schools continue to recruit remotely over the summer period. During the summer, safeguarding checks can be carried out remotely as set out in coronavirus (COVID-19): safeguarding in schools, colleges and other providers. From the start of the autumn term checks will revert to being carried out in person. As DfE guidance advises limiting the number of visitors, we will consider a flexible approach to interviews, with alternative options to face-to-face interviews offered where possible. Where face-to-face meetings are arranged, we will make clear to candidates that they must adhere to the system of controls that we have in place.			
ITT trainee unaware of procedures				ITT trainees/apprentices	The government strongly encourages schools to host ITT trainees ITT trainees/apprentices will be allocated a mentor to support them at school. The mentor will ensure that the trainee is aware of all COVID operations and is provided with a copy of this risk assessment. Comprehensive school induction undertaken.			
Staff absence due to quarantine				Staff absence	Staff should inform EHT by 10th July if they have booked a summer holiday where quarantine may apply to enable planning for Autumn term. LCC policy should be applied.			

Increased number of safeguarding referrals				Safeguarding	DSL to review policy	DSL to be given more time in the first few weeks of the term to support staff/pupils.			
Pupils not having a healthy lunch				Catering	Food should be provided to all pupils who want it, including FSM and universal infant free school meals	Meals will be served in bubbles to minimise contacts Packed lunches whilst detailed risk assessment and operational procedures are put in place. If we feel we can reintroduce hot meals after the first half term we will do so.			
Premises meet all statutory requirements				Estates	Usual pre-term checks should be completed Once the school is in operation, it is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak. In classrooms, it will be important that schools improve ventilation, (for example, by opening windows).	Bursar to ensure all statutory checks are completed before the start of term. Windows: where possible, windows should be opened to increase ventilation around all rooms used by staff and pupils. Staff to open windows to increase ventilation around all rooms used by staff and pupils. Windows will be open and more outdoor learning will take place so layers/coat/sunhat will be needed. Communicated to parents. Doors: bearing in mind fire safety and safeguarding requirements, consider propping doors open to aid with ventilation and to limit handle use. Automatic fire door closers installed and these doors should be propped open at the start of every day. Please see section on ventilation above			

Health & Safety and infection risks whilst off the school site				Educational Visits	We continue to advise against domestic (UK) overnight and overseas educational visits at this stage see coronavirus: travel guidance for educational settings. In the autumn term, schools can resume non-overnight domestic educational visits. This should be done in line with protective measures and the COVID secure measures in place at the destination.	Any visits to be considered will need to be approved by the EHT in advance of making any bookings/arrangements. Protective measures will be assessed and include: keeping children within their consistent group, and destinations must have coronavirus (COVID-19) secure measures in place. The use of outdoor spaces in the local area to support delivery of the curriculum will be supported. New educational visits procedures are under development and a full and thorough risk assessments in relation to all educational visits to ensure they can be done safely will be undertaken. This will include the control measures needed to be used and ensuring wider advice on visiting indoor and outdoor venues is compiled with. The health and safety guidance on educational visits will be consulted when considering visits. The Association of British Insurers (ABI) has produced information on travel insurance implications following the coronavirus (COVID-19) outbreak. No residential visits will be arranged during 2020/21 academic year. Swimming will not take place until further notice.			
Loss of school identity and tone				Uniform	We would, however, encourage all schools to return to their usual uniform policies in the autumn term. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone. Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.	Children are to wear usual school uniform from September 2020. As the school is ventilated in line with the risk assessment, children should be dressed in layers to ensure that they are warm enough. Additional suitable indoor items of clothing may be worn especially during the winter months where increased ventilation creates colder temperatures. To support parents that may be encountering financial pressures a considerate approach will be taken. PE days will be communicated and children should attend school in their PE kit on these days as opposed to keeping their PE kit in school. PE will be undertaken outdoors and trainers are preferable to plimsolls at this time.			

Increased risks of infection as a result of increased mixing				Extra-curricular provision	Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term. We recognise that schools may need to respond flexibly and build this up over time. We recognise that this will be logistically challenging for schools, particularly for clubs that would normally offer support across year groups, where parents are using multiple providers, or where childminders are picking up/dropping off pupils. Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups. Schools can consult the guidance produced for summer holiday childcare, available at Protective measures for out-of-school	Both sites: After school clubs will be class/bubble based. Children attending a sports after school club will wear PE kit on that day. Contact sports are not permitted. Hygiene measures applied to PE operations will apply to afterschool clubs. No after school clubs will take place until further notice and not until January 2021 at the earliest (subject to further restrictions). At East Wold: Breakfast Club and After school club operations are dependent on having adequate staffing and suitable operations in place. The operations of these clubs will be reviewed in January 2021 with the aim of reopening where possible. Initial considerations include: • Provision may be made in the hall to ensure that bubbles can be separated. • The hall would need to be divided in two ensuring there is at least 2m between the groups. • Provision may need to be limited to key worker children. • Bookings would need to be monthly at least a week in advance. Daily bookings will not be available. • The hours of operation may be reduced to allow for enhanced cleaning at the end of the day. • Full risk assessment to be undertaken. • Outdoor activities will be promoted. Parent communication will be issued to encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this.			
--	--	--	--	----------------------------	--	---	--	--	--

				<u>settings during the coronavirus (COVID-19) outbreak</u> as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this. As with physical activity during the school day, contact sports should not take place.	Lunch time sports provision – Sports Coach will be able to attend East Wold school to support the KS2 bubble only for 5 days a week whilst Tier 3 restrictions are in place. A 2m distance will be maintained from all staff and children whilst setting up activities. The coach will provide activities for KS2 children only and be based on the car park area of school. When working within the KS2 bubble, the coach will aim to maintain 2m distance from the children and not be within 1m of any children (unless needed due to health & safety reasons) The coach will ensure strict cleaning of equipment used. The coach will wear a face mask whilst in the school building (unless medically exempt) and follow all other measures of the school risk assessment.			
--	--	--	--	---	--	--	--	--

Loss of learning				Curriculum	The key principles that underpin our advice on curriculum planning are: education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. remote education, where needed, is high quality, safe and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed. Informed by these principles, DfE asks that schools and other settings meet the following key expectations if considering revisions to their school	Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. All subjects will continue to be taught. Within subjects of the most important components for progression will be prioritised. The https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools?utm_source=7%20July%202020%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19 will be used to support identification of key concepts in maths. Teachers will consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading. Aim to return to the school's normal curriculum in all subjects by summer term 2021. A recovery curriculum will be delivered to support pupils return to school. Curriculum modifications will take place so teaching time is prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021. Key concepts/knowledge will be identified and taught. Staff will review the previous year's curriculum so they are aware of gaps that will need to be filled. The long term plan will be reviewed and revised to address gaps. Plan on the basis of the educational needs of pupils Curriculum planning will be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes,			
------------------	--	--	--	------------	--	--	--	--	--

				curriculum for academic year 2020 to 2021: observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems. Baseline assessments will be completed by 9th October to ensure appropriate catch up actions can take place. Develop remote education so that it is integrated into school curriculum planning Curriculum maps for English and Maths will be developed and followed by pupils in school and at home. The National Oak Academy resources will be accessed to support delivery where needed. Knowledge organisers identifying the key knowledge to be learnt will be developed and used both in school and at home. Google Classrooms / Purple Mash may be used to enhance remote provision. Remote education aims to match in school provision. Relationships and health education (RHE) will be taught in line with the long term plan. Specific points for early years foundation stage (EYFS) to key stage 3 For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the EYFS disapplication guidance. For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning. For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and		
--	--	--	--	---	--	--

reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.

You should take particular care in **music, dance and drama lessons** to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama.

Additionally, you should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones. If they are shared, follow the guidance on [handling equipment](#)

Music teaching in schools and colleges, including singing, and playing wind and brass instruments in groups

When planning music provision for the next academic year, schools should consider additional specific safety measures. Although singing and playing wind and brass instruments do not currently appear to represent a significantly higher risk than routine speaking and breathing at the same volume, there is now some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place. Measures to take follow in the next sections.

Playing outdoors

Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, consider limiting the numbers in relation to the space.

Playing indoors

If indoors, use a room with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on [air conditioning and ventilation during the coronavirus outbreak](#).

Singing, wind and brass playing

Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict social distancing and mitigation as described below can be maintained.

Social distancing

In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate.

Seating positions

Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player.

Microphones

Use microphones where possible or encourage singing quietly.

By considering and adopting these cumulative risk mitigation measures, the overall risk will be reduced

Handling equipment and instruments

Measures to take when handling equipment, including instruments, include the following:

Handwashing

Requiring increased handwashing before and after handling equipment, especially if being used by more than one person.

Avoiding sharing instruments

Avoid and equipment wherever possible. Place name labels on equipment to help identify the designated user, for example, percussionists' own sticks and mallets.

If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following government guidance on cleaning and handling equipment available at [hygiene: handwashing, sanitation facilities and toilets](#).

Instruments should be cleaned by the pupils playing them, where possible.

Handling scores, parts and scripts

Limit handling of music scores, parts and scripts to the individual using them.

Suppliers

Consider limiting the number of suppliers when hiring instruments and equipment. Schools should agree whose responsibility cleaning hired instruments is with the suppliers. Clean hire equipment, tools or other equipment on arrival and before first use. Equipment and instruments should be stored in a clean location if you take delivery of them

before they are needed, and they should be cleaned before first use and before returning the instrument.

Pick up and drop off points

Pick up and drop off collection points should be created where possible, rather than passing equipment such as props, scripts, scores and microphones hand-to-hand.

Peripatetic teachers

Schools can continue to engage peripatetic teachers during this period, including staff from music education hubs.

Peripatetic teachers can move between schools, for instance, but you should consider how to minimise the number of visitors where possible. They will be expected to comply with arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils. To minimise the numbers of temporary staff entering the premises, and secure best value, you could consider using longer assignments with peripatetic teachers and agree a minimum number of hours across the academic year.

If a teacher is operating on a peripatetic basis, and operating across multiple groups or individuals, it is important that they do not attend a lesson if they are unwell or are having any symptoms associated with coronavirus (COVID-19) such as fever, a new and sustained cough, loss of sense of taste or smell. In addition, they should:

- Maintain distancing requirements with each group they teach, where appropriate.
- Avoid situations where distancing requirements are broken; for an example demonstrating partnering work in dancing.
- Make efforts to reduce the number of groups taught and locations worked in, to reduce the number of contacts made.

Pupils fitness levels deteriorate				Extra-curricular provision	Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities Schools should refer to the following advice: guidance on the phased return of sport and	Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing will take place. Staff training on the above will take place during Autumn term. PE will take place in classes or smaller groups. PE will take place outside and children will need warm PE kits to support this. Children will wear PE kits on PE days. Sports equipment thoroughly cleaned between use by different groups. Sports equipment rotations may be operated in line with guidance. Contact sports will not be permitted. Teachers/sports coaches will revise PE plans on this basis. Staff guides are available on the staff drive. Staff will follow the PE Risk Assessment dated November 2020. Where external coaches are used they must adhere to these procedures. Competitions between different schools are not permitted. Sports coaches are not permitted to work on extra-curricular activities during the 4 weeks to 2 December 2020.			
-----------------------------------	--	--	--	----------------------------	---	--	--	--	--

					recreation and guidance from Sport England for grassroots sport advice from organisations such as the Association for Physical Education and the Youth Sport Trust Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.			
Children have significant gaps in learning				Catch up support	Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools. For pupils with complex needs, we strongly encourage schools to spend this funding on catch-up support to address their individual needs.	Baseline assessments to be completed for all children by early October. Ongoing assessments will be integral to every lesson. Government guidance on catch up funding to be reviewed and implementation plans developed – pending the release of government guidance.		

Pupils suffering with mental health issues as a result of the pandemic				Pupil Well-being	Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school, others may have enjoyed being at home and be reluctant to return, a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school. The return to school allows social interaction with peers, carers and teachers, which benefits wellbeing. Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:	The government has recently launched the Wellbeing for Education Return programme, which will provide training and resources for teachers and staff in all state-funded schools to respond to the wellbeing and mental health needs of children and young people as a result of coronavirus (COVID-19). The training provides practical examples to support staff, children and young people within a school. Local authorities have received funding to employ skilled staff to deliver the training to schools and provide ongoing advice and support from the autumn until March 2021. Whole School SEND have also produced resources to support the schools' workforce to prepare for the return, such as the COVID-19 SEND review guide which settings can use to reflect on their provision and a handbook to support teachers to take a whole school approach to supporting pupils following a traumatic event. EHT attend the Department for Education, Public Health England and NHS England webinar for school and college staff to set out how to support returning pupils and students. The recording will be available to access online afterwards - see DfE - Supporting pupil and student mental wellbeing Teachers can access the DfE relationship, sex and health education training modules for teachers to support them in preparation to deliver content on mental health and wellbeing. The training module on teaching about mental wellbeing, will form part of teachers CPD. The Recovery Curriculum will be developed to support pupils well-being. Staff guidance shared - Google drive/email. Staff training undertaken and staff ELSA trained. Staff attended Healthy Minds training. Shared planning developed by ELSA staff. Staff to access MindEdlearning platform for professionals, which includes a coronavirus (COVID-19) staff resilience hub with materials on peer support, stress, fear and trauma and bereavement. SENDCOs to consider we they are working with school nursing services to support the health and wellbeing of our pupils; school nursing services have			
--	--	--	--	------------------	---	---	--	--	--

				support the rebuilding of friendships and social engagement address and equip pupils to respond to issues linked to coronavirus (COVID-19) support pupils with approaches to improving their physical and mental wellbeing	continued to offer support as pupils return to school – school nurses as leaders of the healthy child programme can offer a range of support including: - support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues - support for pupils with additional and complex health needs - supporting vulnerable children and keeping children safe Continue to work with the healthy child programme			
First aid practices are carried out correctly				Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19). For non Covid-19 related incidents, schools should follow their normal protocol for responding to accidents. There is no requirement for PPE other than what is normally recommended. Ideally staff within a group would be trained so that they could deal with non Covid-19 related incidents.	Temperature checking: non-contact, infrared forehead thermometers must be used. Temperatures should only be taken if a person is displaying Covid-19 symptoms. Schools must ensure the patient is in isolation before their temperature is taken. Most staff have First Aid training and some have Paediatric First Aid training. Office staff to ensure that first aid boxes are fully equipped - one per bubble. Each bubble to have access to basic first aid kit and forms. Walkie talkies purchased for each bubble to communicate as needed. The Health and Safety Executive published guidance on first aid during coronavirus (COVID-19) which will support local risk assessments and provides guidance for first aiders. It is clear that treating any casualty properly should be the first concern. Where it is necessary for first aid provision to be administered in close proximity, those administering it should pay particular attention to sanitation measures immediately afterwards including washing hands.			

Risk of exclusion				Behaviour	Schools should consider updating their behaviour policies with any new rules/policies, and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. Schools will need to work with staff, pupils and parents to ensure that behaviour expectations are clearly understood and consistently supported, taking account of individual needs and should also consider how to build new expectations into their rewards system. Schools should work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.	COVID behaviour policy amendments in place COVID home school agreement in place – to revise based on new guidance Pupils who are struggling to reengage will be identified. Individual risk assessments are in place where necessary. Staff will work with the Pupil Reintegration Unit where appropriate. Recovery Curriculum in place to support pupils return to school. We will: • proactively teaching new rules to staff (email and staff briefing) , pupils (Day 1) and parents (information leaflet) • regularly and rigorously reinforcing behaviour throughout every day • consistently imposing sanctions when rules are broken, in line with the policy, as well as positively reinforcing well-executed rules through encouragement and rewards new online superstar Posters will be displayed around the school remind people of good handwashing and respiratory hygiene Staff will need to explicitly teach and supervise health and hygiene arrangements such as handwashing, tissue disposal and toilet flushing. We acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker, previously looked-after children who left care through adoption or special guardianship, and young carers, will need additional support and access to services such as educational psychologists, social workers and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. We will work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.			
-------------------	--	--	--	-----------	--	---	--	--	--

Lost learning due to non-attendance (medical or lockdowns)				Curriculum	For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.	For self-isolating pupils, and those pupils unable to attend due to COVID-19, remote education plans are in place. In the event of a school/partical school closure, immediate remote education will commence. Remote education plans will be confirmed by the end of September. Remote education plans aim to: - use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations - give access to high quality remote education resources - select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use - provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access - recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so we will work with families to deliver a broad and ambitious curriculum. When teaching pupils remotely, we aim to: - set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects - teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject - provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos - gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work			
--	--	--	--	------------	---	---	--	--	--

					enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers We will avoid an over-reliance on long-term projects or internet research activities. We will update this provision in line with updated DfE guidance. We will review the curriculum maps for key subjects for year groups due to be issued in July to develop the ability to switch from classroom teaching to remote provision immediately in case of local lockdowns or self-isolation. We will use the DfE quality assured list of remote education resources to support provision and we may use some of our catch-up funding on remote resources in line with the access to technology section of the EEF's COVID-19 support guide for schools We may use the Oak National Academy, including their video lessons, to support our provision. We aim to access support to enable us to use Google for Education to support our provision. We have ensured those entitled and in need of to a laptop/tablet receive this support. We will ensure that our use of platforms is compliant with our safeguarding obligations and access support on delivering remote education safely is available from: Safe remote learning, published by SWGfL Online safety and safeguarding, published by LGfL, which covers safe remote learning The National Cyber Security Centre, which includes which video conference service is right for you and using video conferencing services securely			
--	--	--	--	--	---	--	--	--

						Safeguarding and remote education during coronavirus (COVID-19), published by DfE annex C of keeping children safe in education			
Pupils and leaders relationships become lost				Relationships	Visibility of leaders around school	• Leaders will continue to walk the school, particularly at times when transitions are at a minimum. • Each classroom will have a demarcation on the floor where no children, furniture or equipment will be, enabling leaders to enter the classroom, speak to children, observe learning and generally be present around the school. • Parts of the playground may be marked as pathways to keep different bubbles separate. These will allow leaders to walk around the playground, observing and chatting to pupils at a distance. • The school has also planned a timetable for class worship, story time and whole school assemblies. Interaction from different classes through the use of Google for Education will be promoted.			

Coronavirus (COVID-19) specific risk assessment notes:

Everyone needs to assess and manage the risks from coronavirus (COVID-19). **This means school employers and leaders are required by law to think about the risks the staff, pupils and young people face and do everything reasonably practicable to minimise them, recognising they cannot completely eliminate the risk of coronavirus (COVID-19).** School employers must therefore make sure that a risk assessment has been undertaken to identify the measures needed to reduce the risks from coronavirus (COVID-19) so far as is reasonably practicable and make the school COVID-secure. General information on how to make a workplace COVID-secure, including how to approach a coronavirus (COVID-19) risk assessment, is provided by the [HSE guidance on working safely](#).

Schools should undertake a coronavirus (COVID-19) risk assessment by considering the measures in this guidance to inform their decisions and control measures. A risk assessment is not about creating huge amounts of paperwork, but rather about identifying sensible measures to control the risks in the workplace, and the role of others in supporting that. The risk assessment will help school leaders and employers decide whether they have done everything they need to. **Employers have a legal duty to consult their employees on health and safety in good time. It also makes good sense to involve pupils (where applicable), young people and parents in discussions around health and safety decisions to help them understand the reasons for the measures being put in place.** Employers can do this by listening and talking to them about how the school will manage risks from coronavirus (COVID-19) and make the school COVID-secure. The people who do the work are often the best people to understand the risks in the workplace and will have a view on how to work safely. **Involving them in making decisions shows that the school takes their health and safety seriously.**

Sharing your risk assessment

Schools should share the results of their risk assessment with their workforce. If possible, they should consider publishing it on their website to provide transparency of approach to parents, carers and pupils (HSE would expect all employers with over 50 staff to do so).

Monitoring and review of risk controls

It is important that employers know how effective their risk controls are. **They should monitor and review the preventive and protective measures regularly, to ensure the measures are working, and taking action to address any shortfalls.**

School employers should have active arrangements in place to monitor that the controls are:

- effective
- working as planned
- updated appropriately considering any issues identified and changes in public health advice

Consulting employees (general)

Leaders are encouraged to ensure that consultation on any changes to risk assessments that will be in place for the start of the autumn term commence with staff before the summer break, to ensure that those that are on term-time only contracts have adequate time to contribute.