# COVID-19: Re-opening in September 2020 : Risk Assessment

## SCHOOL NAME: Farnham Primary School

## DATE: September 2020 (last updated Dec 2020; Jan 2021, Feb 2021)

## Purpose of this document:

This COVID-19: Risk Assessment sets out the decisions taken and measures put in place to prepare for the reopening of Farnham Primary School in September 2020.  It will ensure the school continues to operate in a safe way.

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

- Health and Safety Policy
- First Aid Policy
- Child Protection Policy
- CYP Response Plan
- DFE Guidance relating to COVID19
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
- The Health Protection (Notification) Regulations 2010

| Determine Capacity of School Building | → | Determine Staff Available to Work On-site | → | Liaise with Parents Regarding Intention to Return CYP | → | Undertake Risk Assessment and Action Plan | → | Share Re-opening Plans with Governing Body and | → | Make Necessary Adaptations to Site | → | Complete Identified Actions | → | Determine Remote Learning Offer | → | Inform Parents of Re-opening Plans and Expectations |

- Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'

## Steps of Re-opening Preparation

## Risk Assessment/ Action Plan Sections:

## Risk Rating Calculator

| | Likelihood that hazardous event will occur | | | Consequence of hazardous event |
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| 1 | very unlikely | | 1 | insignificant – no injury |
| 2 | unlikely | | 2 | minor – minor injuries needing first aid |
| 3 | fairly likely | | 3 | moderate – up to three days' absence |
| 4 | likely | | 4 | major – more than seven days' absence |
| 5 | very likely | | 5 | catastrophic – death |

| Theme | Hazard Identification | Original risk (OR) | Risk Rating (with control measures in place) Likelihood (L) Consequence (C) Residual Risk (RR) 1-5 1 lowest | Control Measures | Actioned and monitored by whom? |
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| | | OR | L | C | RR | | |
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| | | | | *5 highest* | | | |
| Section 1:<br><br>Preparing Buildings and Facilities | Are office staff able to observe social distancing in their work space and limit face to face contact and take the necessary precautions to keep safe? | 5x4<br><br>20 | 2 | 4 | 8 | Office spaces re-designed and desks rearranged to allow office-based staff to work safely.<br>Risk assessments shared including opening windows for ventilation, use phones or emails to communicate including remote admin meetings<br>Staff given face shields and face masks | HT & OM |
| | Does the school demonstrate appropriate action has been taken to inform visitors of the risks and how to keep safe to reduce the risk of spreading the virus? | 4x4<br><br>16 | 2 | 4 | 8 | All visitors must report to the main entrance.<br>All visitors must wear a mask and reminder signs in place.<br>Entry and exit routes to the school are in place, any physical changes and/or signage (inside and outside) required to allow social distancing are in place including reminder to wear face masks.<br>Hand sanitiser available at reception desk<br>Arrows used to show the one way system.<br>Name and contact number recorded when signing in<br>Only essential visitors allowed in school including contractors who whenever possible will attend outside school hours. | *HT & OP* |
| | Will any third parties be able to use the school premises? | 4x4<br><br>16 | 1 | 1 | 1 | Due to the current Covid-19 situation, the building will not be used by any third parties (eg clubs) until further notice. | *HT & OM* |
| | How will outside deliveries be received safely? | 4x4<br><br>16 | 2 | 4 | 8 | Consideration given to the arrangements for specific deliveries.<br>Sanitisers available in entrance<br>No sharing of equipment including pens.<br>Stringent handwashing promoted.<br>Admin team shielded with screen at front desk. | OMand Premise s team |

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| **Section 2:**<br><br>**Emergency Evacuations** | How will children exit the building safely in the case of an emergency? | 5x4<br><br>20 | 2 | 4 | 8 | Evacuation routes are confirmed for each area in school, and signage accurately reflects these.<br>  *NB In the event of emergency the priority is getting out of the building calmly regardless of social distancing.* | *all staff* |
| | How will individuals with reduced mobility exit the building safely in the case of an emergency? | 5x4<br><br>20 | 3 | 4 | 12 | Arrangements in place to support individuals with reduced mobility including cover arrangements in the case of reduced numbers of staff. Children with additional needs have an individual evacuation plan which identifies their needs.  Where physical contact is needed to support children on leaving the building normal hand hygiene procedures apply when possible or when returning to the building in the event of a drill.<br>Staff to have face shields and other PPE equipment at hand at all times - Boxes of PPE equipment in all rooms across school<br>*NB In the event of emergency the priority is to evacuate calmly regardless of social distancing.* | *all staff* |
| | How will children be kept socially distant whilst outside the building? | 5x4<br><br>20 | 2 | 3 | 6 | 1 m distancing marker on the playground will show where classes need to stand in the event of an evacuation and each child will have their own marker to stand on. | *all staff* |
| | What invacuation procedures are in place? | 5x4<br><br>20 | 3 | 4 | 12 | Invacuation procedures are confirmed for each class or area in school. Children go under tables or get in a safe space in the classroom/school.<br>*NB In the event of emergency the priority is to invacuate calmly regardless of social distancing.* | *all staff* |
| **Section 3:**<br><br>**Cleaning and waste disposal** | How often will classroom cleaning take place? | 5x4<br><br>20 | 2 | 4 | 8 | Enhanced cleaning regime is in place in line with COVID-19: Cleaning in non healthcare settings guidance.<br>Sufficient time is available for the enhanced cleaning regime to take place. | *OM & Premises team* |
| | How often will other areas be cleaned? | 4x4<br><br>16 | 2 | 4 | 8 | Enhanced cleaning regime is in place in line with COVID-19: Cleaning in non healthcare settings guidance.<br>Extra cleaning routines to take place at lunch time, provided by FM. Cleaning of handles, especially toilet doors, etc. to take place regularly throughout the day by in-school cleaners. | *OM & Premises team* |

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| | What cleaning products will be used and how will waste be disposed of? | 5x4  20 | 2 | 4 | 8 | Type of spray - anti-viral disinfectant  Waste disposal process in place for potentially contaminated waste. | *all staff* |
| | Will additional cleaning products be available in classrooms, offices and staff rooms to keep surfaces and equipment clean? | | 2 | 4 | 8 | Each area is provided with a box including disinfectant spray and paper towels allowing individuals to wipe down surfaces and touch points regularly as they see appropriate. Antibacterial wipes are included for electrical equipment eg computer as well as aprons, gloves, masks and sanitisers.  Adequate cleaning supplies and facilities around the school are in place.  Arrangements for longer-term continual supplies are also in place. | *all staff* |
| | Is there adequate capacity of cleaning staff? | 5 x 4  20 | 4 | 4 | 16 | Capacity of cleaning staff is adequate to enable an enhanced cleaning regime.  Facilities Management employed to provide extra cleaning capacity, including lunch times. | *SBP/ OM & Premises team* |
| **Section 4:**  **Group Sizes, Classrooms and Resources** | Ratios – are pupil and staffing numbers appropriate and in line with government guidelines? | 4 x 4  16 | 3 | 4 | 12 | As Covid cases in the area are still high following the second national lockdown and the current third lockdown, ' pod' sizes are reduced to class pods (nursery, reception-year 6), not whole year groups and will remain this way as the system is working. Children in one year group should not mix but staff can for school to operate, although this will always be minimised where possible.  Each class will have at least one member of support staff allocated to them to support with social distancing and supervision at lunchtime.  Staffing allocations to pods will, where possible, remain consistent.  *NB This cannot always apply to specialist teachers/ supply teachers/ cover supervisors, etc.* | *SLT* Teachers Support staff |
| | Social Distancing - How will 'pods' of children remain isolated from other 'pods'? | 5 x 4  20 | 3 | 4 | 12 | Children to be reminded of expectations on a daily basis.  Signs around school to remind children not to enter other 'pods'.  'Pods' to be supervised when moving around school premises.  Different entry and exit points, staggered lunch and pick up times etc. (Please see section 4 & 5 of the risk assessment for more detailed procedures in these areas). | *SLT* Teachers Support staff |

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| | | | | | | During lockdown - these class pods will remain as small as possible (guide 8-10) and all classrooms and teaching staff utiilised. | |
| *SLT* | Social Distancing - How will children be let in and out of the building? | 5x4 20 | 3 | 4 | 12 | Classroom entry and exit routes have been determined and appropriate signage in place in each classroom.  A 'soft' drop off and pick up approach will be used. Children will enter the building through assigned doors. Nursery – enter via first gate to Nursery/Reception  playground area. Reception – enter through the second Nur/Reception gate into the reception playground and straight into the classroom. Year 1 – Enter and exit through the fire exit door near the front entrance/year 3 class and go straight into top hall and Year 1 classrooms. Year 2 – line up in the bottom playground and enter through Year 4 doors near shed Year 3- line up in the bottom playground and enter through doors near shed Year 4- line up in the top playground near HUB and enter through doors near shed. Year 5- line up in the top playground near climbing frame and enter through doors near shed. Year 6- line up in the bottom playground and enter through doors near staffroom and meeting room. Pupils will enter at staggered entry points and times (YrR, Yr1, Yr2 + siblings  at 8:40am and Yr 3-6 at 8:50am) from the top playground Pupils will exit at staggered pick up points (YrR, Yr1, Yr2 + nursery or older siblings at 3.00 pm and Yr 3-6 + nursery or older siblings at 3.10 pm) from the top playground.  Nursery times remain unchanged (8.45 am - 11.45 & 12.15-3.15 pm) | *SLT* Teacher s Support staff |
| | Social Distancing - How will classrooms be organised to support social distancing? | 5x4 20 | 2 | *4* | *8* | Classrooms have been rearranged to allow as much space between individuals as practical. Desks will be in rows, forward-facing, so that there is no face-to-face contact between pupils. Children's movement around the classroom to be kept to a minimum. Children will not utilise carpet spaces in classrooms. | *SLT* Teacher s Support staff |
| | Social Distancing – How will outside spaces be | 5x4 20 | 2 | *4* | *8* | Where possible PE lessons to take place outside. All 'pods' to be allocated time to utilise the nature garden.(timetable produced) | *SLT* Teacher s |

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| | utilised for outdoor learning? | | | | | Nursery and Reception to make use of outdoor provision as much as possible.<br>Wherever possible, weather permitting, teachers will plan outdoor learning. | Support staff<br>PE staff |
| *SLT* | Resources - How will resources be used safely in the classrooms? | 5 x 4<br><br>20 | 3 | *4* | *12* | Children from Year1 – Year 6 will have their own set of personal resources in a pencil case provided, e.g. pens, pencils, rubbers, highlighters.  Any resources needed to support children with additional needs will be provided by school.<br>Classroom based resources, such as books, games and i-pads, will be used within the class 'pod'. Shared materials and surfaces should be cleaned and disinfected frequently, especially if the equipment needs to be used by another 'pod' (e.g. science equipment).<br>Resources to be shared between 'pods' should be left unused for 48 hours (72 for plastics) between 'pods'.<br>Resources which are not easily washable have been removed.<br>Soft furnishings will be removed e.g. cushions and drapes so that surfaces can be easily cleaned with disinfectant.<br>Remove the dressing up clothes, sand, playdought to stop the spread of the disease.<br>Information posters are displayed in every classroom, at the main entrance, places visible to those at the school gate, in the staffroom and in all toilets.<br>Pupils are not to bring their own equipment or any toys/items from home. | *SLT*<br>Teachers<br>Support staff |
| | Hygiene – How will classrooms be ventilated? | 4x4<br><br>16 | 3 | *4* | *12* | All classrooms windows and doors must be opened to allow for ventilation and fresh air.<br>During the cold weather, children are asked to wear additional layers and staff provided with fleece jackets.<br>Caretakers and cleaners to open all school windows including hall and toilets in the morning and must  check windows are closed each night for security | Teachers<br>Support staff<br>Premises team |

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| *SLT* | Hygiene – How will the staff ensure regular hand hygiene? | 4x4<br><br>16 | 2 | *4* | *8* | All children to have hand sanitiser applied upon entry to the building. All classrooms have access to a sink and soap within the classroom. Paper towels will be used for drying and disposed of immediately after use. Children will be trained to wash hands regularly using the correct steps, soap and warm water for 20 seconds. All children wash hands before leaving the classroom for lunch time in addition to using hand sanitiser when entering the canteen. Hand sanitiser will be available in every classroom. | *SLT*<br>Teachers<br>Support staff |
| *SLT* | Hygiene – how will children access the toilets? | 5x4<br><br>20 | 4 | *4* | *16* | Classes to know their designated toilet area as stated below: (see toilet timetable).<br><br>Nursery & Reception use toilets in nursery<br>Year 1,2 and  3 - use toilets in the top hall<br>Year 4 and Year 5 - use toilets in the Year 4/5 corridor<br>Year 6-toilet in the top Year 6 corridor<br><br>All toilets cleaned during the day and pupils trained with stringent handwashing after using the toilet. | *SLT*<br>Teachers<br>Support staff |
| *SLT* | Hygiene – how will the Computing suites be accessed safely for lessons in all year groups? | 5x5<br><br>20 | 3 | *4* | *12* | Note: currently in the process of purchasing/setting up a new computer suite (Spring term).  Chromebooks will be allocated to each class pod and must remain in that class. Once computer suites up and running, where possible 'class pods' timetabled to use computer suites on the same day . Computer suites to be thoroughly cleaned at the end of every day. Each child to use hand sanitiser before entering/ when entering the suite. Anti bacterial wipes provided next to every computer and children use these to wipe down keys/ buttons/ mouse before using equipment. | *SLT*<br>Teachers<br>Support staff |

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| *SLT* | Social distancing - how will music lessons be organised in a safe way? | 5x4<br><br>20 | 3 | *4* | *12* | Whenever possible, music lessons take place in half class groups (around 15 children) or only 15 children singing at a time in whole class music lessons.<br>Children sit back to back where possible or side to side.<br>Children to be spaced out at least 1 m apart where possible.<br>During lockdown - music will take place in small class bubbles of 4-10 and centred around the use of musical instruments which must be wiped clean between use. | *SLT*<br>Teachers<br>Support staff<br>Music teacher |
| *SLT* | Resources - How will teachers continue to provide feedback to children and mark books? | 4x4<br><br>16 | 1 | *4* | *4* | Marking and feedback – the policy has changed to reflect Covid-19 and there will be CPD for teachers in the autumn term related to this.<br>**Please refer to updated Marking and Feedback Policy.**<br><br>**No books are to be taken home by teachers**.<br><br> Books must stay in the pod/ can be taken to the staffroom for marking.<br><br>We will be exploring alternative ways of giving feedback so that 'traditional' marking is reduced and manageable within the school building.<br>Book scrutinies will still take place to ensure feedback continues to be high quality and ensure pupil progress and to monitor the high quality curriculum taught in line with the National Curriculum.<br><u>During lockdown/closure of pods</u>: Remote learning will be via Google classrooms and purple mash and children - marking and feedback will be undertaken remotely.  Children will have English and Maths exercise books/ study guides and printed learning packs. | *SLT*<br>Teachers<br>Support staff |
| | Hygiene – how will music equipment be used safely? | 3x4<br><br>16 | 3 | *4* | *12* | Musical instruments to be allocated to each 'pod' to use.<br>Instruments and hard surfaces to be cleaned thoroughly at the end of the day when music has been taught.<br>If instruments need to transfer to another pod for a unit of work they must be cleaned thoroughly and then left for a minimum of 72 hours before the next class uses them. (Music lessons take place only on | *SLT*<br>Teachers<br>Support staff |

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| | | | | | | Thurs and Fri so this leaves over 72 hours before lessons the following week).<br>Children learning the recorder will be provided with their own which is to be used only in the lesson and kept in their own tray after each lesson. (This leaves more than 72 hours before it is used again).<br>Recorders must stay in school and not be sent home.<br>Music teacher has a slot timetabled to ensure the cleaning of instruments | Music teacher |
| | Contraction of Covid-19 – How will new staff cases of Covid-19 be dealt with? | 5x4<br><br>20 | 3 | 4 | 12 | Any staff showing symptoms of Covid-19 should self- isolate for 10 in line with Government guidance.<br>Arrangements for accessing testing, if and when necessary, are in place.<br>Staff should request tests if they have symptoms and follow the Track and Trace guidance.<br>Staff are clear on returning to work guidance. | SLT<br><br>Office staff<br><br>All staff |
| **Section 5:**<br><br>**Staff Safety and Wellbeing (including use of shared areas)** | How will Lateral flow tests be used? | | | | | From w/c 25.1.21 all staff will have the option to take a twice weekly LFT. Although not compulsory, all staff will be encouraged to participate. Test results will be shared with the school admin team in addition to the .Gov website as a means of internal track and trace. Positive results will be followed by a full Covid test where staff will follow the usual procedures. | All Staff |
| | Contraction of Covid-19 – How will 'Track and Trace' be adhered to? | 5x4<br><br>20 | 5 | 4 | 20 | Any staff who are contacted by 'Track and Trace' or who are known to have been in contact with an individual who has tested positive to self-isolate and request their own test.<br>If a test is negative they can return to their work setting.<br>If their test is positive they must self-isolate for 10- days depending on the date of the test or when symptoms appeared. | All staff |
| | Social Distancing – What procedures are in place for staff who need to work from home? (E.g if they have to self-isolate and are awaiting a test). | 5x4<br><br>20 | 4 | 4 | 16 | Arrangements for staff who are working from home are in place:<br>● Teachers in year groups plan ahead carefully with maximum sharing of planning and resources so if a staff member cannot attend the other team members know what the class should be learning. | SLT<br><br>Teaching staff |

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| | | | | | | ● Teachers at home continue to plan(google classroom & Purple mash)/email/ Google Drive plans, resources if they are well and are self-isolating through track/trace.<br><br>Communication arrangements are in place (phone/email/Google drive) with those staff and their role in continuing to support the working of the school is clear.<br>Staff need to ensure they have a camera and school phone if working from home. | |
| | Hygiene - How will the chance of pupils and staff bringing the virus into the setting be minimised? | 5x4<br><br>20 | 3 | 4 | 12 | Pupils and Staff to wash hands before leaving their home and on arrival at school.<br>Limit items brought from home into the setting, particularly anything that is difficult to wipe down /sanitise. | All staff |
| | Hygiene – How will staff ensure consistent hygiene practices? | 5x4<br><br>20 | 3 | 4 | 12 | Follow the guidelines on hygiene strictly.<br>● Cover your mouth and nose with a tissue or your sleeve (not your hands) when you cough or sneeze. (catch it, bin it, kill it).<br>● Dispose of tissues in the bin straight away.<br>● Wash your hands with soap and water often and for 20 seconds at a time.<br>● Avoid touching your eyes, nose and mouth if your hands are not clean. | All staff |
| | Social Distancing – How will staff spreading the virus between pods be minimised? | 5x4<br><br>20 | 3 | 4 | 12 | Staffing allocations to pods will, where possible, remain consistent. *NB This cannot always apply to specialist teachers/ supply teachers/ cover supervisors, etc.* Staff moving between pods (e.g. sports and music coaches) will need to wash their hands thoroughly between teaching each group and ensure equipment isn't used for more than one pod.<br>If staff are moving around corridors/ outside in the playground/communal areas - wear a mask/ face shield to remain safe.<br>Staff should have remote meetings, e.g. planning meetings, via Google Meet where possible. If this cannot happen for any reason, staff should always ensure a suitable distance (at least 2m but advisable to be 3m or more) between themselves and the other individual. They must be | All staff |

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| | | | | | | in a well - ventilated room with windows open for fresh air and not meet face to face for more than 10-15 minutes. Monitoring of teaching and learning can still take place, in line with government guidance and advice from NAHT to ensure the high quality of education for children. This includes drop-ins, observations, learning walks and book scrutinies including follow up monitoring where issues arise. Hand hygiene, use of visors or face masks etc. will be followed, just as when staff have to cover another pod. Drop-ins will be kept to the minimum time appropriate. | |
| | Social Distancing – How will changes in staffing be addressed on a daily basis, especially in response to potentially higher staff absence? | 5x4 20 | 4 | 4 | 16 | Consideration given to the options for redeployment of staff to support the effective working of the school where necessary. If redeployment is taking place staff are aware of controls and processes in respect of tasks they are unfamiliar with. Approach to staff absence reporting and recording in place. All staff aware. Supply teachers and supply support staff employed where necessary. | All staff SLT |
| | Social Distancing – How will staff safely use the staff room facilities? | 5x4 20 | 3 | 4 | 12 | Ensure sanitiser is available to use in the staffroom. Limit items brought from home into the setting, particularly anything that is difficult to wipe down / sanitise. Keep pigeon holes tidy and empty daily to allow cleaning. Have spray / cloths/ gloves available so that staff can wipe down hard surfaces and equipment as necessary. Advisable for staff to wear a visor for their own safety. Only use the staffroom to eat if you cannot eat in your own pod classroom. | All staff |
| | Social Distancing – How will staff safely use the kitchen area facilities? | 5x4 20 | 3 | 4 | 12 | Staff to wash hands regularly. Staff to 'Catch it, bin it, kill it' for coughs and sneezes. Use the dishwasher regularly to clean school equipment. Rinse school crockery and cutlery used for breaks/lunch and place straight into a tray on the sink or the dishwasher. Wash hands after touching the door and racks of the dishwasher. | All staff |

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| | | | | | | Dishwasher to be regularly switched on and emptied, using gloves to put equipment back into cupboards to not handle equipment staff would then use.<br>Regular cleaning of high contact areas.<br>Advisable for staff to wear a visor/ face mask for their own safety. | |
| | Social Distancing – How will staff safely use the PPA area? | 5x4<br><br>20 | 2 | 4 | 8 | Keep a social distance.<br>No more than 2 members of staff at the computer area but whever possible use own classroom or third year group room.<br>Staff to use an Anti- bacterial wipe before and after use of the keyboard and the power button.<br>Wash hands before and after touching the computer.<br>Advisable for staff to wear a visor for their own safety. | All staff |
| | Social Distancing – How will staff use the seating area safely? | 5x4<br><br>20 | 3 | 4 | 12 | Staff to follow the same staggered lunch as their assigned pod or with no more than 1-2 staff sat at tables - side by side.<br>Ensure 2 metre distance.<br>Remove all personal equipment brought in from home.<br>Wash hands before and after touching chairs and tables.<br>Regular cleaning of high contact areas.<br>Advisable for staff to wear a visor for their own safety.<br>It is advised that staff still eat their lunch in their own Pods where possible. If the staffroom is used for staff to eat lunch, social distancing of at least 2 meters must be observed. | All staff |
| | Hygiene – How will staff ensure the safe use of toilets? | 5x4<br><br>20 | 3 | 4 | 12 | Regular cleaning of high contact areas.<br>Washing hands with soap and water for 20 seconds at a time.<br>Dry hands thoroughly using paper towels or hand dryers.<br>Wash hands after touching the door handle.<br>Regular cleaning of high contact areas including door handles. | All staff |
| | Social Distancing – How will staff meetings and CPD take place safely? | 5x4<br><br>20 | 3 | 4 | 12 | The following approaches for meetings and staff training will be in place:<br>Use of well-ventilated spaces such as the canteen, large year 6 classrooms and the hall where staff can easily spread out if meeting for a short time (10-15 minutes) with all staff wearing a face mask. | *SLT*<br>Teachers<br>Support staff |

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| | | | | | | **All meetings will be remote - including year group, leadership and staff inset meetings.**<br>Meetings and CPD to take place in smaller groups , more focused groups where possible.<br>If there are weeks where a physical meeting is not required staff to be given directed tasks as an alternative and when appropriate given the option to complete tasks at home.<br>Staff advised to wear face masks or coverings wherever possible. | Office staff |
| | Well-being – How will staff's well-being and mental health be taken into consideration? | 4x4<br><br>16 | | 2 | 4 | 8 | Approach to support wellbeing, mental health and resilience in place, including bereavement support<br>How staff are supported to follow this within their own situations and that of pupils and colleagues is clear.<br>Constant review and feedback of procedures to ensure staff are confident and comfortable with their role. | *All staff* |
| | Communication – How will new members of staff/ students know the procedures and expectations? | 4x4<br><br>16 | 2 | 4 | 8 | | The approach for inducting new starters has been reviewed and updated in line with the current situation.<br>Ops Manager will meet students and supply staff in the first instance to go through the RAs and provide face shields /mask and high vis jackets.<br>Some student placements which had already been agreed will go ahead from the  Autumn term.<br>Thorough induction to take place and ensure risk assessment has been read and understood. | *SLT*<br>Student mentors |
| | Contraction of Covid-19 – How will visitors ensure they are following procedures? | 4x4<br><br>16 | | 3 | 4 | 12 | Arrangements in place for any visitors/ contractors on site, protocols and expectations shared:<br>● Use of sanitiser upon entering the building and exiting.<br>● Regular washing of hands if longer length of stay.<br>● Minimise amount of personal equipment brought in.<br>● Track and trace information recorded<br><br>NB: Their employer may require them to wear PPE.  This should be documented as part of the risk assessment carried out by the Contractor. | *SLT*<br>Office staff<br>Premises staff |

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| | Contraction of Covid-19 – How will externally employed practitioners ensure they are following procedures? | 4x4<br><br>16 | 3 | 4 | 12 | Arrangements in place for any externally employed adults delivering learning in school e.g. sports coaches and music teachers:<br>● Protocols and expectations shared.<br>● Wash hands upon entering and leaving premises.<br>● Wash hands between teaching of different 'pods'.<br>● Don't share equipment between 'pods'.<br>● Minimise amount of personal equipment brought in. | Sports Tec Music teacher Office staff SLT |
| **Section 6:**<br><br>**PE: Indoor and Outdoor** | Hygiene – How will children get ready for PE lessons safely/ storing of PE kit/ reduction in items brought in from home? | 4x4<br><br>20 | 2 | 4 | 8 | On allocated PE days children to come to school in their PE uniform:<br>● Black or grey jogging bottoms/ leggings/ shorts (if warmer weather)<br>● Plain white T-shirt<br>● Red school jumper or cardigan (to be removed for PE lesson and placed on child's chair).<br>● Black trainers (with pumps to be kept in school for indoor PE lessons)<br><br>This will reduce the amount of time to get changed allowing for extra hand-washing procedures and will eliminate the need for clothes to be brought between home and school as well as storage space for these items.<br>It will reduce cross-contamination. | Teachers Support staff Sports Tec |
| | Hygiene – How can children and staff bringing the virus in and out of the settings be minimised? | | 3 | 4 | 12 | All children and staff wash their hands before leaving the classroom and after the PE lesson.<br>Sanitiser dispensers installed outside each classroom and in communal areas.<br>Soap dispensers and sanitisers need to be positioned so children are able to reach.<br>Children to be escorted to and from the PE lesson by the pod's staff.<br>Coaching staff to remain outside and not enter the pods to collect or return children to reduce the risk of spread of the virus. | All staff |

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| | Social Distancing – How will PE lessons be taught with social distancing in mind? | 4x4 16 | 3 | 4 | 12 | Outdoor PE lessons to be encouraged at all times if weather permits. Limit items brought into outdoor PE settings, particularly anything that is difficult to wipe down / sanitise. Support staff from 'pod' to support PE lessons. All staff to promote, encourage and support appropriate social distancing. Coaching staff to have a designated zone in which to remain in when teaching and demonstrating. Children are given a zone to work in where appropriate or, at the very least, be taught about the boundaries they can / cannot participate in. PE lessons to be taught at different times to playtimes / lunchtimes of different pods to avoid mixture of pods outside / in the hall or along the corridors. Where PE has to take place indoors, the largest space possible will be utilised (school hall)- ensure windows are open for ventilation. | Teachers Support staff Sports Tec |
| | Resources – How will we ensure resources are safe to use? | 4x4 16 | 2 | 4 | 8 | Each 'pod' has its own equipment including playground equipment and class resources. Equipment to be wiped down regularly. If equipment needs to be passed onto another pod after a unit of teaching it should be thoroughly cleaned and left for 72 hours between different pods using it. | All staff |
| | Contraction of Covid-19 – How will sports coaches ensure they minimise the risk of bringing the virus into school? | 4x4 16 | 3 | 4 | 12 | Wherever possible, coaching staff should be limited to one school setting only. Limit items brought into outdoor PE settings, particularly anything that is difficult to wipe down / sanitise. Adhere to hand washing and hygiene procedures set out in this document. | Sports Tec |

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| | How will social distancing be maintained when children are dropped off at school? | 5x4<br><br>20 | 3 | 4 | 12 | Each class has their designated area of the playground to stand before school starts. Y4/Y5 top playground. Y2/Y3/Y6 bottom playground. Staggered entry times and drop off times.<br>Coloured markers on ground 1m apart – children wait on their marker until they are collected by the class teacher.<br>Different entry points into school building for each 'pod' (see section 4).<br>Limited amounts of moving around the school/ corridors – most direct route to the classrooms to be taken by all 'pods'. | *All staff* |
| **Section 7:**<br><br>**Social Distancing – Drop Off and Pick Up** | How will we minimise contact between parents? | 5x4<br><br>20 | 4 | 4 | 16 | Expectations clearly communicated to parents about remaining socially distant as much as possible in the playground.<br>Parents should not remain on the playground for longer than is necessary and should remain 2m apart from other families.<br>Parents are encouraged to wear face masks particularly when it is difficult to observe social distance.<br>Children should be encouraged to go straight to their allocated marker when arriving on the playground – not playing. Parents can observe from a distance.<br>Staff (Pastoral support officer, SLT members and Support staff) to monitor social distancing and adhering to any parents breaching this request.<br>One way system in place for entering and exiting a building (caretaker on duty by car park gate).<br>Approach to potential breaches of social distancing in place, including in the case of repeat or deliberate breaches.<br>Social distancing plans communicated with parents, including approach to breaches. | All staff |
| | How will pupils travel safely to school? | 4x4<br><br>20 | 2 | 4 | 8 | Information shared with parents regarding pupils travelling to school, encouraging walking and avoiding public transport as much as possible. | SLT<br>Office staff |
| | How will spread of the virus be minimised at pick-up times? | | 3 | 4 | 12 | Staggered pick-up times to be in place from September to minimise the amount of children and adults in the playground with times and locations communicated clearly to parents. | All staff |

| | | | | | | 3.00 – R and  Y1, Y2 + siblings<br>3:10– KS2<br>Nursery times are usual for am and pm sessions (8.45-11.45 and 12.15-3.15 - note EYPs to open the gate from 8.40 am to avoid overcrowding).<br>One member of support staff from 'pod' to escort siblings out at the correct time.<br>Parents remain behind the barriers line and children will be sent to them to minimise congestion.<br>Barriers used to keep year/class pods apart | |

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| **Section 8:**<br><br>**Social Distancing - Assemblies** | How will children still share in assemblies/ achievements be recognised? | 5x4<br><br>20 | 1 | 4 | 4 | *Key stage v*irtual assemblies to take place in classrooms.<br>Class Assemblies to be pre-recorded for Friday's whole school assembly.<br>Good work to be shared via video.<br>Stars of the week / Writing Heroes/ Spelling Superstars and Math Legends to be recorded via video and awarded in class. U<br>Uploaded to the school or photos website if necessary for parents to share. | Teaching and support staff<br>SLT |
| **Section 9:**<br><br>**Social Distancing - Break time** | How will children remain socially distant at break times and how will resources be safely used? | 5x4<br><br>20 | 3 | 4 | 12 | Break times staggered and pods to be allocated specific areas of the playground to use.<br>Arrangements in place for the use of the playground, including equipment.[1]SEP<br>'Pods' to be allocated their own playground equipment box.<br>Children to use hand sanitiser upon entering the building. | Teaching staff<br>Support staff |
| **Section 10:**<br><br>**Social Distancing - Lunch time** | How will school meals be provided safely? | 5x4<br><br>20 | 2 | 4 | 8 | Arrangements in place to provide food to pupils on site, including the requirement of universal free school meals.<br>Classes in year groups will go up to the canteen alternately while one class has 'takeaway lunch in the classroom.  Support staff within class pods will supervise their own class pod as well as designated lunchtime supervisors to each pod.<br>Mellors Catering will facilitate warm lunches in school.<br>Arrangements for the continued provision of FSMs for children not attending school are in place particularly in self isolating.<br>Vouchers will be issued for half term breaks.<br>**During Lockdown** - Food parcel for FSM pupils to be collected directly from Canteen - Pod 1.(one way system used). Warm meals provided for vulnerable and keyworker pupils. | *Mellors catering*<br>Office staff<br>Premises staff<br>SLT<br>Lunchtime supervisors |
| | How will arrangements be made for 'pods' to eat lunch without mixing with children from other 'pods'? | | 3 | 4 | 12 | Dining room has been rearranged and partitioned into 'pod' sections and is able to hold one entire pod - (class pods allow pupils to be seated whilst observing social distance.<br>One way system in place in the dining hall to ensure queuing for lunch can be done with social distancing.<br>Hand sanitisers dispensers installed on walls in canteen corridor. | Office staff<br>Premises staff<br>SLT |

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| | | | | | | One lunchtime supervisor to be allocated to one pod area to ensure limited contact with children. Children with packed lunch to eat with their pod. Y1-6 classes to alternate between meals in canteen and 'takeaway meals' to reduce contact | Lunchtime supervisors |
| | How will hygiene be ensured at lunch time? | 5x4 20 | 3 | 4 | 12 | Class teachers ensure children have used the toilet prior to lunch time to minimise use of toilets in the canteen. HGPS children not to use toilets on the FPS side. Hand sanitiser to be used upon entry and exit of the canteen. Lunchtime supervisors all have their own 'PPE' equipment box consisting of disinfectant spray cleaner, paper towels,  aprons, masks and gloves and sanitisers. Cleaning time allocated in the canteen timetable allows surfaces to be wiped down thoroughly between 'pods' exiting and entering. | All staff |
| | How will arrangements be made for children to avoid mixing of 'pods' in the playground at lunch time? | 5x4 20 | 3 | 4 | 12 | Staggered start and finish times for each year group for lunch. Timetabled lunch activities and locations for different class pods to minimise children in the playground and ensure each 'pod' has its own space. (see rotas and timetables). **During lockdown** - remain in class pods and follow rota and timetable in usual way.  Numbers will fluctuate on a daily basis and keeping small group/class numbers will minimise the risk of transmission. | All staff |
| Section 11: PPE | What PPE equipment will staff have access to? | 5x4 20 | 2 | 4 | 8 | Staff have access to masks and face shields should they wish to wear them within the classroom setting. It is preferable to wear face shields when working with children so they can still see the staff member's face for communication. Gloves and aprons are available to use by all staff. Staff should wear face coverings in all public/communal  areas in school and in the playground. PPE requirements understood and appropriate supplies in place. Long term approach to obtaining adequate PPE supplies in place. | All staff |
| | In what situations will PPE be required? | 5x4 20 | 2 | 4 | 8 | Staff should wear face shields when closely with a child, e.g. 1:1 support. | All staff |

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| | | | | | | Staff are encouraged to wear face masks or face shields at all times when teaching.<br>Staff to wear all PPE if a child is suspected to display Covid-19 symptoms. Escort to the medical room wearing PPE.<br>Any staff dealing with first aid to use complete PPE and attend to child in their class pod..<br>Staff to wear full PPE if changing nappies (2'sCan and Nursery + Reception + SEND pupils). | |
| **Section 12:**<br><br>**Response to suspected/ confirmed case of COVID19 in school** | How will staff be alerted if they have had a Covid contact? | 4x4<br><br>16 | 3 | 4 | 12 | ● School will permit and encourage staff to use the NHS Covid app in school, including in classrooms, as per DfE guidance<br>● School will abide by self-isolation notification requirements from the app. | *All staff* |
| | How will school be transparent about cases in school? | 4x4<br><br>16 | 3 | 4 | 12 | ● School will advise staff and parents immediately when there are confirmed Covid-19 cases.<br>● School will share advice received from Public Health/DfE including on sending pupils and staff home and address any concerns as to whether the actions proposed following that advice are sufficient.<br>● School will notify public health and Bradford LA. | SLT/<br>Operations manager |
| | What to do if a child or adult displays symptoms of Covid-19 | 5x4<br><br>20 | 4 | 4 | 16 | Approach to confirmed COVID-19 cases in place: during school day<br>● Which staff member/s should be informed/ take action<br>● Area established to be used if an individual is displaying symptoms during the school day and needs to be isolated<br>● Cleaning procedure in place<br>● Arrangements for informing parent/community in place<br><br>Procedures<br><br>Child - isolate, inform parents, advise parents to get immediate tests and inform school of the result. | *All staff* |

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| *All staff* | | | | | | Adult - Leave building as soon as practicable not making contact with anyone. Have a test immediately and inform the school of the result.<br><br>*Siblings and households*<br>**\*If anyone is unsure of what decision to make in a particular situation always contact public health for advice after isolating the individual/s involved** | |
| | What to do if there is a case of Covid-19 in school | 4x4<br><br>16 | 3 | 4 | 12 | Approach to confirmed COVID-19 cases in place: outside of school hours<br>● Approach to relocating pupil away from certain parts of the school to clean, if possible<br>● Cleaning procedure in place including 'fogging'<br>● Arrangements for informing parent community in place | *All staff* |
| | In which circumstances should pupils and staff **not** come to school or be sent home? | 5x4<br><br>20 | 5 | 4 | 20 | Staff and pupils should **not** come to school / be sent home:<br>● If they are displaying symptoms of Covid-19: high temperature; new, continuous cough; ansomia (loss of sense of taste or smell).<br>● If a family member is displaying any of the above symptoms (if a child or member of staff shows symptoms during the school day, siblings/ family members should be sent home with them and told to self-isolate).<br>● If an individual has been contacted by the government's 'Track and Trace' scheme to say they have been in close contact with someone who has tested positive for Covid-19.<br>● **During Lockdown or if Bradford in Tier 4 – only those staff and pupils who are <u>clinically extremely vulnerable</u> should not attend school and work/ learn from home.** | *All staff* |
| | What should the above pupils and staff do and how will they get tested? | 5x4<br><br>20 | 3 | 4 | 12 | ● Any child or member of staff who are displaying symptoms/ have a family member who is / who have been contacted by 'Track and Trace' needs to book a test immediately. All children can now be tested, including under fives.<br>● They need to provide details of anyone they have been in close contact with if they were to test positive. | *All staff* |

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| | | | | | ● They should self-isolate immediately. | |
| *All staff* | How will the school ensure that families/ staff do get a test? | 4x4<br><br>16 | 3 | 4 | 12 | From September school will have a small number of home testing kits to give directly to parents/ carers collecting a child who has shown symptoms in school, or staff who have developed symptoms, where they think that providing one will significantly increase the likelihood of them getting tested. (Most will be able to arrange a test themselves). | *All staff* |
| *All staff* | What should the response be to test outcomes? | 3x4<br><br>12 | 2 | 4 | 8 | ● After testing families and staff should share the test results immediately with the school.<br>● If someone tests **negative** and they feel they no longer have symptoms similar to Covid-19, they can stop self-isolating. If they feel better they can attend school. If they have another illness (e.g. flu) it is best they remain at home until they are better to avoid unnecessary contact with others.<br>● If someone has been contacted by 'Track and Trace' even if they have a test which is negative, they have to remain in self-isolation for the full 14 days.<br>● If someone tests **positive** they should follow the 'stay at home guidance' set out by the government and school should contact public health for advice.<br>● The current advice is that they should self-isolate **for 10 days** from the test result being positive and return to school only if they do not have symptoms (with the exception of the cough or anosmia as these can last for several weeks once Covid-19 has gone).<br>● If the individual still has a high temperature they should continue to self isolate until the temperature returns to normal.<br>● If a family member tests positive other members of their household, including siblings, must isolate for 14 days. | *All staff* |

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| | In which other circumstances should children self-isolate | 4x4<br><br>16 | 2 | 4 | 8 | In -line with government guidance, as from August 1st 2020, shielding advice will pause. If a child is on the shielded patient list they can return to school. See most updated guidance depending on whether in lockdown and which tier Bradford is in.<br>No child should be missing school because another family member is shielding.<br>If rates of Covid-19 increase in the local area and the government reinforce shielding in the local area, any shielded child may be temporarily absent in this circumstance only.<br>A child may need to self-isolate as another family member is shielding but only following clinical health advice (shielding letter) - not by choice of the family.<br>Should this situation arise, the children it involves will be able to immediately access the remote education offer. Class teachers will then need to monitor engagement with these activities and keep communication active with the family.<br>**During Lockdown if in Tier 4 – only those staff and pupils who are <u>clinically extremely vulnerable</u> should not attend school and work/ learn from home.** | *All staff* |
| | When should children **remain in school** and not be asked to be sent home? | | 4 | 4 | 16 | Children being sent home immediately only apply to Covid-19 symptoms.<br>If a child or member of staff displays symptoms of other illnesses then normal practise will remain in place. If a child is deemed to be unwell enough to go home (with non-covid symptoms) then a parent can be called to collect them. In this circumstance family members (siblings) do not need to be sent home with them.<br>**If a child has a sibling in a 'pod' who have been asked to self-isolate / if their sibling is self-isolating because of 'Track and Trace' or they have been in close contact, (see section below), the sibling / family members do not have to self isolate unless the child or adult sent home has tested positive for coronavirus themselves. Therefore they must attend school until this eventuality occurs.**<br>*Always seek advice from public health if unsure of whether a child or member of staff has to self isolate. | *All staff* |

| | How should school respond to a **confirmed Covid-19 case** amongst the school community? | 5x4<br><br>20 | 4 | 4 | 16 | <ul><li>Swift action must be taken if school is aware (through a test result) that someone who has attended has tested positive.</li><li>School should immediately contact the health protection team.</li><li>Sometimes the team will contact the school first to make them aware of someone who has tested positive.</li><li>The health protection team carries out a rapid risk assessment and confirms who the individual has been in close contact with.</li><li>The health protection team will work with schools to guide them through the actions they need to take.</li><li>Based on the advice from the health protection team, school must send home anyone who has been in close contact with the person who tested positive.</li><li>They should self-isolate for 14 days.</li><li>Close contact means: face-to-face contact within 1 metre, including being coughed on or skin to skin contact; extended close contact - being within 1-2 metres for more than 15 minutes; travelling in a small vehicle, like a car, with an infected person.</li><li>The health protection team will provide definitive advice on who must be sent home.</li><li>School will keep a record of pupils and staff who have had contact with each group (also see timetables), and any close contact between children and staff of different groups.</li><li>Schools will 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.</li><li>**It is only if a positive test result is confirmed and following the advice of the health protection team that a whole 'pod' will be asked to self-isolate.**</li><li>Anyone sent home following advice from the health protection team must get a test immediately, however they **must** still self-isolate for the full 14 days, even if the test is **negative** as they could still develop symptoms within the remaining days.</li></ul> | *All staff* |
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| | | | | | | ● If they test **positive** they must inform school immediately and must self-isolate for at least 7 days from the onset of symptoms (or the test result day if there are no symptoms). This could mean that their self-isolation could end before the original 14 day isolation period. Once they have tested positive, their household, including symptoms should self-isolate for at least 14 days from when the symptomatic person first had symptoms. | |
| | How should school deal with a suspected **outbreak of Covid-19?** | 5x4 20 | 4 | 4 | 16 | ● If school has **2 or more** confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus is suspected, there may be an outbreak. <br>● We will continue to work with our local health protection team who will be able to advise if additional action is required. <br>● In some cases, they may recommend that a larger number of other pupils self-isolate at home as a precautionary measure. <br>● As we as a school are implementing controls in this risk assessment and making changes to the school day/ working in pods/ changing how the site is used to reduce transmission risks, whole school closure based on cases within the school may not be necessary. | *All staff* |
| Section 13: Pupil Re-orientation *back into school after a period of closure/ being at home* | What clothing will children be required to wear to school? | 4x4 16 | 3 | 4 | 12 | Approach and expectations around school uniform determined and communicated with parents. <br>All children to wear full school uniforms again from September (some children have worn their own clothes when returning in the summer term). <br>On PE days children come in PE kits with red school jumpers. (See section 6). <br>In line with government guidance, school uniforms should be washed no more than what would be usual. (E.g. doesn't have to be every day after school but at least once a week). | SLT Teaching staff Support staff |
| | How will Covid-19 impact on the school day and how | 4x4 16 | 3 | 4 | 12 | Changes to the school day/timetables shared with parents via email/ website. | All staff |

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| | will pupils and parents respond? | | | | | Teachers have new, clear visual timetables in all classrooms so children understand their new routines.<br>Routines to be talked through/ walked through with children until they are familiar with them. | |
| | How will children access drinking water safely throughout the day? | 4x4<br><br>16 | 2 | 4 | 8 | New water bottles ordered for all pupils in school and kept on desk.<br>TA or pupils fill their own water bottles every day.  Wash hands before and after filling.<br>Strict social distancing and cleaning arrangements in place. | *Teaching staff*<br>Support staff |
| | How will children be re-familiarised with academic work, the classroom environment and behaviour expectations? | 5x4<br><br>20 | 4 | 4 | 16 | Approach to preparing pupils for a return to academic work and new social situations is developed and shared by all teaching staff.<br>This includes bringing together pupils who have remained in school during closure and those at home and celebrating non-academic achievements of pupils whilst at home/ during school closure.<br>Extra PSHE lessons focusing on:<br>● how children feel to be back in school<br>● the changes around them<br>● importance of hygiene and social distancing<br>● behaviour expectations and code of conduct<br>● school vision and values<br>● goals for their year ahead<br>● childrens' apprehensions/ things they are looking forward to | SLT<br>Teaching staff<br>Support staff |
| | How will pupil wellbeing be addressed? | 4x4<br><br>16 | 3 | 4 | 12 | Approach to supporting wellbeing, mental health and resilience, including bereavement support is in place.<br>Extra time (timetabled) given to pastoral support/ PSHE (see above) from  September. | SLT<br>Teaching staff<br>Support staff |
| | How will families affected by Covid-19 be supported? | 4x4<br><br>16 | 3 | 4 | 12 | Consideration of the impact of COVID-19 on families and whether any additional support may be required:<br>● Financial<br>● Increased FSM eligibility<br>● Referrals to social care and other support | SLT<br>Teaching staff<br>Support staff<br>Office staff |

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| | | | | | | *See Safeguarding - Section 15 for more information. | Pastoral officer |
| Section 14:<br><br>**Safeguarding** | How will safeguarding be addressed alongside Covid-19 restrictions? | 4x4<br><br>16 | 3 | 4 | 12 | • Weekly welfare checks in place for identified vulnerable children and families when children are absent.<br>• Staff are prepared for supporting wellbeing of pupils and receiving any potential disclosures.<br>• All staff to receive updated safeguarding training on 3rd september 2020 including Covid updates.<br>• Updated Child Protection Policy in place. Includes updates related to Covid-19.<br>• Work with other agencies has continued to support vulnerable CYP and families.<br>• Consideration given to the safe use of physical contact in context of managing behaviour. Use of PPE. Refer to upated behaviour policy. | All staff |
| Section 15:<br><br>**Curriculum** | How will children tackle the curriculum in Spring term? | 5x4<br><br>20 | 4 | 4 | 16 | Current learning plans, revised expectations and required adjustments have been considered.<br>Planning for core subjects should be revised to include missed content from the previous year's curriculum.<br>Teachers to prioritise key areas of learning within subjects, e.g. place value, calculations and fractions in Maths, using the supplement curriculum guidance and white rose maths.<br>**January lockdown** - focus on core subjects with at least 3 hours of primary education | SLT Teaching staff Support staff |
| | What 'catch-up' plans are in place, especially for vulnerable children. | 4x4<br><br>16 | 3 | 4 | 12 | 'Catch-up' funding to be used to employ additional teachers to focus on 'catch-up' targeting in class and through interventions, particularly for vulnerable children.<br>Assistant headteacher to provide a 'third teacher' for Year 6 for Maths and English lessons to work in specific sets to help catch children up by Summer 2021. | SLT Teaching staff Support staff |

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| | How will there be a whole - school approach to children's well-being? | 4x4<br><br>16 | 3 | 4 | 12 | From September 2020 all classes will have an extra PSHE / Well-being session timetabled so class teachers can regularly address the issues surrounding these subjects. Children may be experiencing stress/ anxiety/ other emotions and these sessions are designed to help children to manage these feelings. | SLT<br>Teaching staff<br>Support staff |
| | How will the school continue to recognise pupils' achievements? | 4x4<br><br>16 | 2 | 4 | 8 | Virtual celebration assembly to take place every week so that children can still receive recognition for Star of the Week, Writing Heroes, Maths Legends and Spelling Superstars.<br>Videos to be shared throughout the school at the same time on a Friday morning so children can still see what is being done in other classes throughout the school. | SLT<br>Teaching staff<br>Support staff |
| | How will clear behaviour routines be carried out? | 4x3<br><br>12 | 3 | 3 | 9 | Behaviour policy reviewed and amended where necessary in line with the current circumstances. Please refer to policy for detailed outline of new procedures. | *All staff* |
| LK<br>SN<br>SP<br>JN<br>LN | How will certain subjects of the curriculum go ahead with social distancing in place? | 4x4<br><br>16 | 3 | 4 | 12 | Consideration has been given to which activities are more difficult/ not possible to be undertaken with social distancing in place.<br><br>Each activity should be risk assessed by subject coordinator on their current subject risk assessments and should not be run unless the risks can be mitigated.<br><br>● PE (JH)<br>● Music (SN)<br>● Practical science lessons (LK)<br>● DT (JN)<br><br>● Computing (SP) | LK<br>SN<br>SP<br>JN<br>LN<br><br>SLT |

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| *JH* | How will the legal requirements of EHCP be met? | 4x4<br><br>16 | 3 | 3 | 9 | Approach to provision of the elements of the EHCP including health/therapies.  These will be met within year group pods and interventions provided by class teachers and allocated support.  Support to be consistent with the same children wherever possible. | *JH*<br>Academ<br>y<br>SENCO |
| | How will the legal requirements of holding an annual review for an EHCP be met? | 4x4<br><br>16 | 3 | 3 | 9 | Annual reviews should still be completed but may be done within a more flexible time frame.  Documentation will be shared with families prior to the formal meeting. This will be held over the phone and minutes will be taken.  Completed documentation will be sent after the meeting within 10 days.  All annual reviews are due from the Spring term. | *JH*<br>Academ<br>y<br>SENCO |
| Section 16:<br><br>**SEND** | How will school carry out a formal EHC request? | 3x3<br><br>9 | 2 | 2 | 4 | Requests for assessment are still expected to be carried out by the LA, documents and evidence required to support an application must be emailed securely to the SEN team at the LA.  From the end of July all requests to LA should be dealt with in the normal timeframe. (section 42 amendments will cease) | *JH*<br>Academ<br>y<br>SENCO |
| | How will SEND specific resources be safely used? | 4x4<br><br>16 | 3 | *4* | *12* | Any child requiring specific resources will be provided with their own. e.g pencil grips, which will be kept with their pencil case.  Writing slopes, keyboards and paper grip will be sanitised regularly and not used by other children.  No equipment must be brought from home, e.g comforters or favourite toys but these may be moved from the previous year group after a thorough clean | *JH*<br>Academ<br>y<br>SENCO<br>Teachin<br>g and<br>support<br>staff |
| | How will SEND pupils safely leave the building in the event of an evacuation? | 4x4<br><br>16 | 3 | *4* | *12* | All children with additional needs with regard to exiting the building under evacuation have an individual evacuation plan which is shared with staff.  Where physical contact is needed to support a child, normal hand hygiene procedures apply where possible and on return to the building in the event of a drill.<br>*NB In the event of emergency the priority is to evacuate calmly regardless of social distancing.* | *JH*<br>Academ<br>y<br>SENCO<br>Teachin<br>g and<br>support<br>staff |

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| | How will external agencies support SEND pupils and assess their needs? | 4x3<br><br>12 | 3 | 3 | 9 | Agencies who have been invited to complete assessments on children will  be provided with this risk assessment<br>External support will only be granted if the person attending has been in no other school on that day (morning appointments may be required)<br>PPE will be provided on request<br>Assessments will take place in a designated, well ventilated room which will be cleaned before and after use<br>Observations in classrooms will not take place at this time but the child may be discussed in advance over the phone/ via zoom<br>Parents will not be invited to attend the  assessments<br>Full contact details of the practitioner are required for Track and trace purposes | |
| Section 17:<br><br>**Attendance** | How will attendance be addressed during Covid-19 restrictions? | 4x4<br><br>16 | 3 | 3 | 9 | *Heightened attendance monitoring including home welfare checks for pupils who are not in school.*<br>Approach to support for parents where there are rates of persistent absence.<br>New code used in register to highlight where a child is absent due to coronavirus. | *SLT*<br>Office staff<br>Teachers |
| Section 18:<br><br>**Communication** | How will staff know arrangements, procedures and expectations related to Covid-19? | 4x4<br><br>16 | 3 | 4 | 12 | Information shared with staff around the re-opening plan, returning to site, amendments to usual working patterns/practices and groups.<br><br>January – staff training sessions to welcome staff back and ensure everyone clear of arrangements. | *All staff* |
| | How will governors be kept informed? | 3x3<br><br>9 | 2 | 2 | 4 | Re-opening plans shared with governors and risk assessments approved. | *SLT*<br>Governors |
| | How will parents know arrangements, procedures and expectations related to Covid-19? | 3x3<br>9 | 2 | 2 | 4 | Communications with parents via phone, email and website:<br>● Plan for partial re-opening<br>● Social distancing plan | *SLT*<br>Office staff |

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| *All staff* | | | | | | Wellbeing/ pastoral support/ support and acknowledgement to parents of home learning<br>If a parent needs to come into the building, preferably pre-requested and where a telephone call is not sufficient, they should use the hand sanitiser dispenser on the wall in the main entrance and use face masks as a minimum precaution. | Teaching staff |
| | How will pupils know arrangements, procedures and expectations related to Covid-19? | 3x3<br>9 | 2 | 2 | 4 | Pupil communications around:<br>● Changes to timetable<br>● Social distancing arrangements<br>● Staggered start times<br>● Expectations when in school and at home<br>● Travelling to and from school safely | *All staff* |
| *SLT* | How will parents be kept informed in a safe way? | 3x3<br>9 | 2 | 2 | 4 | On-going regular communication plans determined to ensure parents are kept well-informed.<br>Use of website, phone calls , text messages and email to continue and be increased to communicate with parents, minimising face-to-face contact.<br>Minimise use of paper going between home and school letters, homework etc. to be sent virtually. | *SLT*<br>Office staff<br>Teaching staff |

| Section | Question | Risk | | | | Control Measures | Responsible |
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| **Section 19:**<br><br>**School events, including trips** | What arrangements are in place regarding external visitors and educational visits for pupils including external providers? | 4x3<br><br>12 | 1 | 4 | 4 | The school's annual calendar of events has been reviewed and decisions made on cancelling or going ahead with events in the immediate term, including school trips, swimming, moving words, life caravan, bikeability. Some local walks around the school building can take place (risk assessment will be completed).<br><br>All school events postponed and reviewed half termly. Have a cautious approach and take all precautions to mitigate risks should the school decide to proceed with an event. | *SLT*<br>Teaching staff |
| **Section 20:**<br>**EYFS**<br><br>**(Any specific details not included in the above sections)** | Hygiene when changing nappies/toileting accidents | 3x3<br><br>9 | 2 | 2 | 4 | All staff will wear full PPE when changing nappies/children after toileting accidents.<br>Sets of clothes will be made available for children to change into. When these are returned, they will need to be re-washed and put in quarantine. | EYFS staff<br>Premises staff |
| | Cleaning of resources | 4x4<br><br>16 | 3 | 3 | 9 | Resources will be washed on a weekly basis. Surfaces will be wiped down at the end of each day.<br>No wooden resources will be used as these are difficult to clean.<br>The outside provision will be washed at the end of each week.<br>***Water with soap will be reintroduced into provision from January. As it contains soap this will help with hygiene and it will be changed regularly.*** | EYFS staff<br>Premises staff |
| | Children refusing to come into the setting | 3x3<br><br>9 | 2 | 2 | 4 | Encourage children to walk into the setting, minimising contact where possible. Staff to wash their hands after holding a child's hand. | EYFS staff |
| **Section 21:** | What contingency plans are in place for children who need to learn from home whilst self-isolating? | 4x4<br><br>16 | 3 | 3 | 12 | Remote education plans will be put in place to allow children working from home to access the curriculum and continue to have some form of communication with the appropriate staff in school.<br>Staff and children will have Purple Mash training in September to prepare for this eventuality. | All teaching staff<br>SLT |

| Home Learning Contingency Plans | What remote education will be in place if a whole pod/ school have to remain at home (e.g. local lockdown)? | 3x3 9 | 2 | 2 | 4 | A strong contingency plan for remote education is in place at Farnham, in line with government guidance. This includes:<br>● A planned 'home learning' curriculum with access to high-quality online and offline resources which is linked to the school's curriculum.<br>● Learning should be well-sequenced so that knowledge and skills are built incrementally.<br>● New content should be introduced (not just revision) in order to progress pupils. Clear explanations of this new content should be delivered by the teacher by the medium which is most appropriate for the children to access.<br>● Purple Mash training for all staff and children in September to use in the event of children having to learn from home (a high quality remote education resource).<br>● Plan for staff to be able to access children's work/ learning remotely for assessment and feedback purposes where appropriate and for them to gauge how well pupils are progressing with the curriculum. Teachers should use tasks with questions to be responded to and other suitable tasks. Ensure staff are trained in any online tools to be used.<br>● The home learning sequence should allow teachers to adjust the pace or difficulty in response to questions or assessments. Explanations may need to be simplified or revisited for some children to ensure pupils' understanding.<br>● Providing printed resources (textbooks/ workbooks/ study guides) for pupils who cannot access online resources.<br>● Work with families (remotely, e.g. phone conversations) of children with SEND to help them to access the curriculum. These children may need to be provided with more specific resources.<br>● Home learning is in the form of printed packs, Purple Mash and via our website which has current curriculum links to work and online video recorded lessons. | All teaching staff SLT |
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| | | | | | | It is important that home learning does not over-rely on long-term projects or internet research activities. Relationships and expectations should be built with parents both before any eventuality may occur and during a lockdown situation. It is important for parents to be involved with helping their children with the curriculum, however, teachers should avoid large, long-term projects as these can place significant demands on parents' help or support. | |
| | How will the school and staff be supported in planning and delivering a remote curriculum? | 3x3 9 | 2 | 2 | 4 | Staff to refer to the curriculum maps for key subjects when planning their remote curriculum<br><br>Use DfE quality assured list of remote education resources: ([https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources](https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources))<br><br>The school has purchased subscriptions to 'Purple Mash' to provide remote learning opportunities.<br>Access 'Oak National Academy' free video lessons covering the entire national curriculum (available from the start of the autumn term).<br>Access to 'Oak National Academy specialist content for pupils with SEND (from autumn term).<br>School is also providing learning packs for all families (prioritising with vulnerable families first) as well as providing a maths and English study guide for all pupils.<br>**During lockdown/class pods closed:** As well as remote learning through purple mash and google classroom (using live lessons and Oak academy),, parents have been informed about CBBC primary lessons from 9.00 am - particularly where pupils have not not adequate access to devices.  Also study guides and learning packs provided for all families. | All teaching staff SLT |
| Section 29 | How will the school safeguard pupils and teachers when taking part | 3x3 9 | 2 | 2 | 4 | This section of the policy will be enacted in conjunction with the school's Online Safety Policy.  All staff and pupils using video communication must: | |

| | in live and recorded lessons? | | | | | Follow the Staff and Pupil Acceptable Use Policy. | |
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| | | | | | | Record all live sessions where appropriate. Download and save on G-Drive for a maximum of one year. | |
| | | | | | | Use only Google Meet to offer live lessons, no other platforms. | |
| | | | | | | Wear suitable clothing – this includes others in their household. | |
| | | | | | | Be situated in a quiet, suitable 'public' living area within the home with an appropriate background. | |
| | | | | | | Use appropriate language – this includes others in their household. | |
| | | | | | | Maintain the standard of behaviour expected in school. | |
| | | | | | | Use the necessary equipment and computer programs as intended. Not record, store, or distribute video material without permission. | |
| | | | | | | Ensure they have a stable connection to avoid disruption to lessons. | |
| | | | | | | Always remain aware that they are visible. | |
| | | | | | | The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with EAL, G&T, SEND and Wellbeing lead. This will be decided and approved by the SLT, in collaboration with the SENCO and/or Wellbeing Lead. | |
| | | | | | | Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy and Acceptable Use Policy | |
| | | | | | | The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues and scope for inappropriate use is minimised. | |

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| | | | | | The school will ensure that all school-owned devices and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.<br><br>The school will communicate to parents about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.<br><br>During the period of remote learning, the school will maintain regular contact with parents to:  Reinforce the importance of children staying safe online.  Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.  Encourage parents to set age-appropriate parental controls on devices and internet filters to block malicious websites. Direct parents to useful resources to help them keep their children safe online.  The school will attempt to provide secure mobile wi-fi access where appropriate but will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.<br><br>Important documents:<br>Dfe Keeping children safe in education<br>Dfe guidance on safeguarding and remote education support schools plan lessons safely.<br>Further guidance on providing remote education can be accessed through our get help with remote education service. The EdTech Demonstrator Programme also offers free peer-led support to schools and colleges for remote education. | |