

COVID19: Re-opening Risk Assessment

SCHOOL NAME: Chipping Hill Primary School

OWNER: Ceri Jones

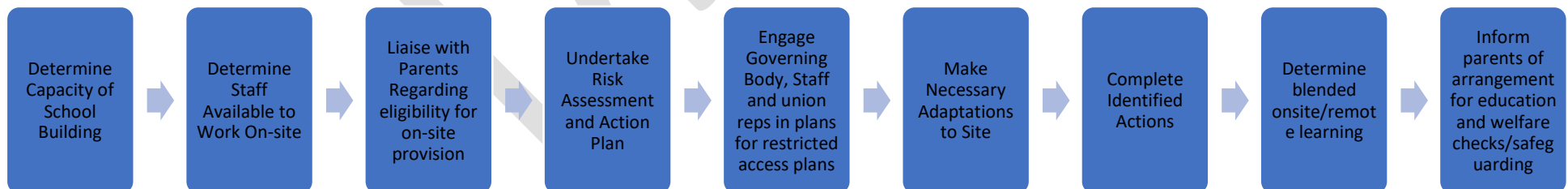
DATE: January 2021

Purpose of this document:

This COVID19: Risk Assessment document sets out the decisions taken and measures put in place to prepare for the phased re-opening of the school and ensure the school continues to operate in a safe way. **This Risk Assessment should be read alongside the school action plan which sets out specific actions and attributes each action to a specific individual.**

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

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Theme	Control measures	Risk to implementation	Risk level Pre-Action	Action Required / Decision Made	Action Completed Date	RL Post-Action
Engagement in RA & Planning	Risk assessment process fully engages staff, governing body and union representatives.	Staff absence through shielding/illness may inhibit engagement	M	Adaptations made and address queries	27/12/20	L
Preparing Buildings and Facilities	Premises and utilities have been health and safety checked and building is compliant. <ul style="list-style-type: none"> • Water treatments • Fire alarm testing • Repairs • Grass cutting • PAT testing • Fridges and freezers • Boiler/ heating servicing • Internet services • Any other statutory inspections • Insurance covers reopening arrangements 	Site Manager is unavailable	H	Source alternative suitably trained person	28/12/20	M
		Parts of the site have been closed for prolonged period	M	Carry out a formal / recorded full pre-opening premises inspection. Commission a water treatment specialist to chlorinate and flush the complete system for all hot and cold water systems and certify the water system is safe before the buildings are reoccupied.	29/12/20 28/12/20	L L
		Food remains in the freezer	M	Determine with the catering staff how left over frozen food should be dealt with and action as appropriate. Building has been used during closure so full flush is not required. Boiler has been serviced and monthly legionella checks undertaken	28/12/20 27/12/20	L L
	Office spaces re-designed to allow office-based staff to work safely.	Office does not allow for adequate space between staff members, no windows for ventilation.	M	No action required – office space does allow for adequate space between staff members.	27/12/20	L
	Entry and exit routes to the school are in place, any physical changes and/or signage required to allow social distancing are in place.	Bottlenecks likely at entrance to school. Social distancing unlikely to be maintained.	M	Social distancing promoted with designated signage	26/12/20	L
Two entrances and exits into the school building – minimising footfall				28/01/20	L	
Procedures shared with staff and parents				04/01/21	L	

	Consideration given to premises lettings and approach in place.	Not applicable – school does not let premises		Not applicable	27/12/20	L
	Consideration given to the arrangements for any deliveries.	Delivery people are not clear what the school's approach to social distancing is and won't adhere to it	M	Clear signage around premises. When making contact with suppliers ensure a time is given for a delivery and ensure they know the school protocols	27/12/20	L
	Dedicated testing site organised, signage up and cleaning processes in place (see full guidance available).	Space and staff numbers to run and maintain a testing facility	M	Organise designated area of school, arrange staffing and training in order to deliver testing. Provide storage facility for kits	14/01/21	L
Emergency Evacuations	Evacuation routes are confirmed, and signage accurately reflects these. NB In the event of emergency the priority is getting out of the building calmly regardless of social distancing.	Staff members are working in classrooms they aren't familiar with and therefore don't know the evacuation procedures Evacuation routes would cause multiple groups/bubbles of people to come into contact. More appropriate alternatives are possible. Staff needing to work from home is current PEEP buddies and so reassignment necessary.	M	Evacuation procedure in line with fire drills and shared with all staff and children.	27/12/20 & 05/01/21	L
				Buddy system implemented and updated	05/01/21	L
				Fire drill.	tba	L
Cleaning and waste disposal	Enhanced cleaning regime is in place in line with COVID19: Cleaning in non-healthcare settings guidance .	Cleaning staff are not aware of the guidance Cleaning supplies can't be obtained Enough time is not provided for proper cleaning to take place Premises do not have enough lidded bins for safe disposal of tissues	M	Enhanced cleaning schedule implemented throughout the site, ensuring that contact points, work surfaces, door handles, taps etc. are all thoroughly cleaned and disinfected regularly.	27/12/20	L
			H			
			M	Hand towels and hand wash are to be checked and replaced as needed	27/12/20	M
			L	Enhanced cleaning regime for toilet facilities particularly door handles, locks and toilet flush.	27/12/20	L
				Close off toilets/ hand basins so one is used at a time to allow for easier cleaning	27/12/20	L
	Allocated toilets for each bubble/associated staff					
	Capacity of cleaning staff is adequate to enable enhanced cleaning regime.	Too few hours in cleaning schedule to allow for enhanced cleaning regime	M	Give cleaning staff more cleaning hours and employ an additional cleaner. Cleaning to take place before and after school with minimum staff on site.	27/12/20 & 05/01/21	L

	<p>Adequate cleaning supplies and facilities around the school are in place.</p> <p>Arrangements for longer-term continual supplies are also in place.</p>	<p>No hand sanitiser for visitors to office</p> <p>Classrooms do not have tissues.</p> <p>Classrooms do not have lidded bins</p> <p>Hand sanitiser and dispensers are hard to obtain</p> <p>Low supply of soap.</p>	<p>M</p> <p>M</p> <p>L</p> <p>H</p> <p>M</p>	<p>Hand sanitiser available at the school entrance, common areas and in each classroom.</p> <p>Replenished daily</p> <p>Bins in classrooms emptied regularly and double bagged</p> <p>Disposable tissues in each classroom to implement the 'catch it, bin it, kill it' approach</p> <p>Stock check and ordering schedule reviewed and order made –rolling stock with retained supplies</p>	<p><i>27/12/20 & 05/01/21</i></p> <p><i>27/12/20</i></p> <p><i>27/12/20 & 05/01/21</i></p> <p><i>05/01/21</i></p>	<p>L</p> <p>L</p> <p>L</p>
	<p>Sufficient time is available for the enhanced cleaning regime to take place.</p>	<p>Premises are not vacant to allow cleaning regime to take place</p>	<p>M</p>	<p>All staff advised to leave the site by 5.00pm in order for cleaning to be undertaken.</p> <p>All children except those accessing wrap around care will be at home outside school hours allowing the site to have enhanced cleaning</p>	<p><i>27/12/20 & 05/01/21</i></p> <p><i>27/12/20 & 05/01/21</i></p>	<p>L</p> <p>L</p>
	<p>Waste disposal process in place for potentially contaminated waste, including testing waste.</p>	<p>Supplies of bin bags are low</p> <p>Bins do not have lids on them</p>	<p>L</p> <p>L</p>	<p>Waste bags and containers - kept closed and stored separately from communal waste for 72 hours</p> <p>Waste collections made when the minimum number of persons are on site (i.e. after normal opening hours).</p> <p>Hazardous waste collection organised. Bins are in each classroom, office, outside and photocopy room are emptied twice daily</p>	<p><i>05/01/21</i></p> <p><i>27/12/20</i></p> <p><i>27/12/20 & 05/01/21</i></p>	<p>L</p> <p>L</p> <p>L</p>
	<p>Process in place for safe removal and/or disposal of face masks</p>	<p>Staff and pupils refuse to remove face masks. Not consistent disposal</p>	<p>M</p>	<p>Clarity in communication, citing of guidance and clear disposal protocols</p>	<p><i>05/01/21</i></p>	<p>L</p>
	<p>Resources used, particularly in the EYFS, are cleaned daily</p>	<p>Resources/ toys are hard to clean</p> <p>Too many resources are used to make cleaning practicable</p>	<p>H</p> <p>H</p>	<p>Only use resources made from plastic or other easy to clean materials (e.g. no sand or playdough).</p> <p>Individualised resourcing that can be disposed of easily.</p>	<p><i>27/12/20 & 05/01/21</i></p> <p><i>27/12/20 & 05/01/21</i></p>	<p>M</p> <p>L</p>

				Avoid the use of resources with moving parts	05/01/21	L
				Remove excess resources from the environment and use resources on a rota basis	05/01/21	L
				Clean resources used in disinfectant at the end of every session and also end of the day.	05/01/21	L
Classrooms	The number of staff that can use each room at any one time has been determined according to the physical capacity of the school site.	Not enough staff to allow appropriate ratios	M	Measure classrooms and other available rooms to assess capacity for staff and pupils: School will adopt a bubble philosophy whereby only allocated staff enter rooms and also maximise outdoor and indoor space	05/01/21 27/12/20 & 05/01/21	L M
	Classrooms have been re/arranged to allow as much space between individuals as practical.	Additional furniture in classrooms limits space available for tables to be rearranged	M	Remove furniture which is not deemed necessary	05/01/21	L
	Classroom entry and exit routes have been determined and appropriate signage in place.	Signage hasn't been provided and isn't clear Staff do not follow the appropriate signage	M L	Produce clear signage which is displayed throughout the school Share procedures with staff	05/01/21 27/12/20 & 05/01/21	L L
	Appropriate resources are available within all classrooms e.g. IT, age specific resources. NB: sharing of equipment or stationery should be prevented where possible and limited to a bubble. Shared materials and surfaces should be cleaned and disinfected more frequently [source: protective measures guidance]. Non-essential equipment or resources which are not easily washable or wipeable have been removed. Information posters are displayed in every classroom, at the main entrance, places visible to those at the school gate, in the staffroom and in all toilets.	Children and staff bring in resources from home to use in school Sharing of resources and risk cross-contamination Soft toys, cushions and beanbags in classrooms are not easily washable. Limited reminders/ awareness for children. Inappropriate sized equipment for smaller children in Classroom B. Soft toys, cushions and beanbags in classroom B not easily washable. No COVID19 information posters currently in place. Limited reminders/ awareness for children.	L H M L	Ensure children and staff know they shouldn't bring resources in from home (e.g. pencil cases) Children to have a plastic folder with pencil, pen, glue etc. just for their use Exercise books kept in plastic tray IT equipment is wiped down with disinfectant after use and sharing of equipment is not prohibited Remove soft furnishings from all classrooms <u>e-Bug</u> posters displayed: <ul style="list-style-type: none"> ● Horrid hands ● Super sneezes ● Hand hygiene ● Respiratory hygiene ● Microbe mania 	27/12/20 & 05/01/21 05/01/21 05/01/21 05/01/21 27/12/20 05/01/21	L L L L L L

	Classrooms are well ventilated	Windows do not open in classrooms	H	Open exterior door to playgrounds– site is still secure as outside gate is locked	05/01/21	L
	Furniture arranged to minimise contact as much as possible e.g. Desks side by side, facing front, where age appropriate.	Chairs not comfortable for long term use i.e. science lab re-purposing as a classroom.		Acquiring more suitable chairs/stools as required. Adapt furniture usage to meet learning needs	05/01/21 05/01/21	L L
Staffing	Staffing numbers on-site required for entire eligible cohort have been determined including support staff such as facilities, IT, midday and office/admin staff. Including at least one of the following: <ul style="list-style-type: none"> ● Paediatric First aider (where children under 3yrs) ● Designated Safeguarding Lead (DSL) ● SENCO ● Caretaker/site member ● Office staff member 	Staff illness may mean staffing levels change	H	Review staff availability daily – adjust deployment of staff accordingly. Utilise supply staff when required.	05/01/21	M
	Approach to staff absence reporting and recording in place. All staff aware.	HT not aware staff are ill and therefore not available for work Numbers of staff available to work means there are not enough staff for two adults per group	M H	Staff to phone HT before 7.30 on the day they are to be at work – on mobile or school phone In communication with parents ensure they are aware that staff absence may mean their children cannot attend school on a given day	05/01/21 05/01/21 & 30/12/20	L M
	Arrangements for staff who are working from home are in place (including those shielded, clinically vulnerable and/or living with someone in these groups). Communication arrangements are in place with those staff and their role in continuing to support the working of the school is clear.	Staff are not aware of expectations when working from home	M	Share expectations with staff. Currently two members of staff are designated as clinically vulnerable and will continue to perform allocated duties from home. When NHS letter ends, risk assess her return to work	05/01/21 From 05/01/21	L L
	Risk assessments in place for those staff who were previously working from home due to shielding, (clinically vulnerable and/or living with someone in these groups), and appropriate arrangements for mitigating risk are identified.	Staff shielding want to return to school.	H	Arrangements made to teach designated year group virtually from home. Adjust duties were feasible and without impacting on learning.	05/01/21	L

	<p>Plans to respond to increased sickness levels are in place. Cover arrangements determined (including leaders and safeguarding designated leads) – on a weekly rather than daily basis to minimise contacts.</p>	<p>Staff are not available to cover key roles</p>	<p>M</p>	<p>CJ to be main point of contact. SLT to deputise for CJ as DDSL as required Staff provision plan ensured tiered approach to classroom leadership – CT, SLT, HLTA, supply staff, cover supervision If staffing levels drop low so ratios are compromised, parents will be informed their children can't attend school</p>	<p>05/01/21 As required As required As required</p>	<p>L L L L</p>
	<p>Consideration given to staff clothing expectations and information shared with staff to ensure clothes worn are easily washable (e.g. no ties).</p>	<p>Staff are not aware of communication about clothing expectations</p>	<p>L</p>	<p>Staff should be dressed smart/ casual as they would do normally for school but in clothes that are easily washed each day</p>	<p>05/01/21</p>	<p>L</p>
	<p>Approaches for meetings and staff training in place.</p>	<p>Approaches for meetings/ staff training are not shared</p>	<p>L</p>	<p>Assemblies and meetings with outside agencies held virtually Tuesday PDM to take place in hall or virtually with social distancing evident. Staff training online (where in house required protocols in place – hands, face, space)</p>	<p>05/01/21 05/01/21</p>	<p>L L</p>
	<p>Staffing roles and responsibilities with regards to the continued remote provision alongside in-school provision agreed and communicated.</p>	<p>Staff may not have enough time to set remote learning for CYP not attending school</p>	<p>M</p>	<p>Additional PPA time allocated to allow time to set home learning and communicate with pupils via DB</p>	<p>05/01/21</p>	<p>L</p>
	<p>Consideration given to the options for redeployment of staff to support the effective working of the school. If redeployment is taking place staff are aware of controls and processes in respect of tasks they are unfamiliar with.</p>	<p>TA s are required to lead some groups as not enough teachers on site to cover numbers.</p>	<p>M</p>	<p>All staff are aware of their roles and expectations. Teaching & Learning will adhere to school's Remote learning offer</p>	<p>05/01/21</p>	<p>L</p>
	<p>Approach to support wellbeing, mental health and resilience in place, including bereavement support How staff are supported to follow this within their own situations and that of pupils and colleagues is clear.</p>	<p>Bereavement support materials have not been shared widely with staff Times is not set aside to check on staff wellbeing</p>	<p>L M</p>	<p>Staff are aware of available support and advice for schools and pupils available from ECC, including the Educational Psychology service https://schools.essex.gov.uk/admin/COVID-19/Pages/default.aspx The Bereavement Policy has been reviewed to ensure it reflects current circumstances and arrangements.</p>	<p>05/01/21 05/01/21</p>	<p>L L</p>

				HT to set time aside daily to check on staff wellbeing	<i>Daily from 05/01/21</i>	L
	Arrangements for accessing testing, if and when necessary, are in place. Staff is clear on returning to work guidance. Process in place for use of the limited number of self-testing kits and guidance regarding local testing centres.	Staff are not aware of testing guidance and availability	H	Staff to be given access to testing if they believe they have symptoms of Covid19. Provide time for staff to attend testing if during school hours	<i>05/01/21</i>	L
	The approach for inducting new starters has been reviewed and updated in line with current situation.	Normal induction procedures cannot go ahead because of social distancing and particularly restricting the numbers of visitors to the school site	M	Schools induction programme will be linked to the remote learning offer with 1:1 virtual contact between pupil and teacher	<i>05/01/21</i>	L
	Attendance at school procedures are clear for all staff.	School procedures are not in place Staff are not available to attend return to school procedure meetings	L M	Return to and attendance at school procedures are in place and shared with staff. Staff asked to be included in decision makings and add to risk assessments. Procedures emailed to all staff and shared on G-suite	<i>10/01/21</i>	L
	Arrangements to return any furloughed staff in place.	Adequate notice of a return to work hasn't been provided so staff are unable to return	M	No staff have been furloughed		L
	Any staff contracts that need to be issued, extended or amended considering the current situation have been. Any HR processes that were in-train prior to or put on hold due to the COVID19 emergency, have been appropriately resolved.	Contracts haven't been identified in a timely fashion and therefore changes can't be made	M	Ensure staff who are due changes to any contracts are communicated with clearly and in a timely manner – adhering to HR procedures.	<i>05/01/21</i>	L
	Arrangements in place for any visitors/ contractors on site, protocols and expectations shared. NB: Their employer may require them to wear PPE. This should be documented as part of the risk assessment carried out by the Contractor.	Visitors are unaware of the protocols being used on site and come onto the site without using proper precautions	M	Check with the contractor any requirements their employer has specified before visit. Share school protocols.	<i>From 05/01/21</i>	L
	Arrangements in place for any externally employed adults delivering learning in school e.g. sports coaches, music tutors, forest school leaders. Protocols and expectations shared.	Externally employed adults attend school and raise the risk of transmission by increasing the number of adults on site and mixing with a range of children	M	Music lessons for Year 1 in KS1 hall are postponed. Peripatetic music via Zoom – organised separately by the guitar teacher Share amended procedures, obtain their assessments outlining controls when provision returns, e.g. only offering limited activities which	<i>05/01/21</i>	L L

				maintain distancing, all equipment stringently cleaned.		
Group Sizes	Eligible children and young people bubbles have been determined in accordance with the principle of limiting social interaction and small, consistent groups of CYP, that can remain separate from other people and groups. All children are included in distinct groups/ 'bubbles' that do not mix and the number of children in each bubble is as small as possible.	In 2 form entry primary school, toilet block shared by both classes.	M	Bubble set at the size of 15 per year group for learning and during playtime outside.	05/01/21	L
	Staffing allocations to groups determined, minimising contact with multiple groups as much as possible. Identified solutions to any workforce capacity issues are in place.	Staff mix between year groups which heightens the risk of cross contamination	M	Staff to be allocated to a 'bubble' and to avoid mixing with other staff as much as possible -see September organisation plan. Designated areas of work.	05/01/21	L
Social Distancing	Arrangements for social distancing in place to consider: <ul style="list-style-type: none"> Staggered school drop off/pick up times and locations (if possible) Staggered or limited amounts of moving around the school/ corridors Classroom design Break and lunch times are staggered. Plans for social distancing during these times in place, such as when queuing for lunches Toilet arrangements 	Social distancing cannot be achieved because of the space or age of children	M	Drop off/ pick up times are shared with parents and staff Children enter/ exit school via two designated areas with clearly labelled routes Children have their own designated toilet to use and go one at a time Classrooms are designed for social distancing EYFS – space tables 2m apart but also make full use of outside to increase capacity.	05/01/21	L
	Information shared with parents regarding pupils travelling to school, encouraging walking and avoiding public transport as much as possible.	Children come to school on bikes which may cross-contaminate infection as they are hard to clean	L	Encourage families to walk or drive to school	05/01/21	L
	Approach to avoiding children and young people entering school congregating and breaching social distancing is in place.	Children enter school at once and a bottleneck is created Systems for entering school are not clear	H L	Extended arrival time at school with two entrances and exits On arrival, students move straight to the classroom and sit at a named table and wait for the rest of the bubble to arrive/class to begin. Children are reminded of COVID related expectations with systems clearly explained. Handwashing and cleaning	05/01/21 05/01/21 05/01/21 05/01/21	L L L L

	Approach to potential breaches of social distancing in place, including in the case of repeat or deliberate breaches.	Expectations are breached	M	Behaviour expectations are clear for all CYP and staff. Handwashing and cleaning (if needed). Conversations with parents Risks assessments and individualised approach in place for students who might struggle to follow expectations	05/01/21 05/01/21	L L
	Approach to assemblies – if still occurring, plan in place to manage social distancing.	Children are too close to each other in hall for assemblies	H	HT/CT to host a daily assembly all classes to join in a Zoom or google meet ensuring safety features are used	05/01/21	L
	Social distancing plans communicated with parents, including approach to breaches.	Parents are not aware of social distancing plans	M	Communication with parents to share social distancing plans and then provide regular updates to parents via newsletter and emails	30/12/21	L
	Arrangements throughout the school are effective and allow for social distancing wherever possible	As children return to school, systems are ineffective and children/ parents/ visitors come into contact with each other	H	Children are to be reintroduced to the school gradually to ensure the systems in place work and are effective.	05/01/21	L
	Arrangements in place for the use of the playground, including equipment. NB: outdoor equipment should not be used unless it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously.	Space is not divided on the playground/ field so children mix with other children from outside their class bubble. Outdoor equipment is contaminated due to multiple use	H H	Field is divided into eight sections so each bubble as a part of the field they can use for outdoor learning, playtime and lunchtime. Playground is designated for one year group at a time. Play equipment is divided into boxes and labelled with each year group. Equipment used is only that which is easy to clean at the end of each session. Equipment is only used with its designated year group.	05/01/21 05/01/21	L L

Transport	Information shared with parents regarding pupils travelling to school, encouraging walking and avoiding public transport as much as possible. Children and young people reminded to wear face coverings on public and school transport.	Children from out of catchment using public transport without masks and not socially distancing	M	Provide masks, share information and support families with clear transport protocol	05/01/21	L
Catering	Arrangements in place to provide food on site, including the requirement of universal free school meals.	School kitchen has been closed for the duration of the lock down period Food being served is open and at risk of contamination Catering staff cannot ensure a 2m social distance when serving food	M M H	Liaise with catering team re availability to work. Re-open kitchen to provide hot or cold meals for children. 'Grab bags and take away boxes' are served to children in their classrooms Children can bring in their own packed lunch which is stored next to their seat in the classroom	05/01/21 05/01/21 05/01/21 05/01/21	L L L L
	Arrangements for the continued provision of FSMs for children not attending school are in place.	Voucher system is not working and families do not receive their FSM voucher	M	School meals voucher system if working School kitchen to continue to provide hot meals and packed lunches for collection.	05/01/21	L
	Arrangements for when and where each group will take lunch (and snack time if necessary) are in place so that children do not mix with children from other groups.	Children enter the hall at the same time as other children Lunch tables and equipment are cross contaminated and not cleaned appropriately	M H	Staggered lunchtimes are in place. Catering staff leave provided lunches outside classroom doors Children asked to bring a snack in to school If deemed necessary, fruit will be served at break time on a tray – children will be more hungry than normal	05/01/21	L L
	Arrangements for food deliveries in place	Food deliveries happen during school hours	M	Food deliveries are made to the kitchen door via the delivery entrance and out of normal school hours	30/12/20	L

PPE	PPE requirements understood and appropriate supplies in place. Long term approach to obtaining adequate PPE supplies in place.	Supplies of PPE are low	H	Supplies of PPE are purchased in advance of schools opening and regularly replenished. Each class base has a set of PPE, the photocopy room has a set in case of CYP needing isolation. Office holds spare packs. Inform LA if PPE stocks are low	05/01/21 As required	L L
	Response to suspected/ confirmed case of COVID19 in school	Approach to confirmed COVID19 cases in place: during school day and out of hours (within cohort of children/young people learning on-site only) <ul style="list-style-type: none"> Which staff member/s should be informed/ take action Area established to be used if an individual is displaying symptoms during the school day and needs to be isolated Cleaning procedure in place Arrangements for informing parent community in place 	Staff are not aware of approach of confirmed COVID19 cases	M	Office peripatetic First Aiders to be informed of case by a member of staff from the classroom hub. Individual taken to their designated room to be isolated. Windows open to allow for ventilation. Supervised using hands, face, space. Inform parents, ask them to take the child for testing. Inform rest of the school community via Parent mail If case is confirmed, class bubble are to isolate for stipulated days and class room to be deep cleaned	05/01/21 05/01/21 05/01/21
Approach to confirmed COVID19 cases in place: outside of school hours <ul style="list-style-type: none"> Approach to relocating CYP away from certain parts of the school to clean, if possible Cleaning procedure in place Arrangements for informing parent community in place 		Parents are unaware of the approach	M	Communicate with parents the approach if a COVID19 case in confirmed outside of school – CYP isolate for designated days, inform parent community	05/01/21	L
Test, Track, Trace	Process in place to engage with the Test and Trace and contract tracing process within cohort of children/young people learning on-site only. Refer to ECC and public health guidance for more information.	Staff unwilling to engage and not adhere	M	Refer to HR and clarify impact on colleagues and children	05/01/21	L
Pupil Re-orientation	Approach and expectations around school uniform determined and communicated with parents.	Children not presenting with uniform due to monetary constraints or shielding and as such cannot shop	L	Children to come to school in their uniform as standard Ensure parents know clothing expectations – support as appropriate	05/01/21	L L
	Changes to the school day/timetables shared with parents.	Changes to the school day/ timetables are not clear	M	Letter to parents detailing changes to timetable and school day	05/01/21	L

				Website updated with changes	<i>From 05/01/21</i>	L
	All students instructed to bring a water bottle each day. Water fountains not in use or strict social distancing and cleaning arrangements in place.	CYP do not have their own water bottle	M	Provide CYP who do not have a water bottle with a named school bottle. Water bottles to be taken home daily Water bottles to be kept on children's desks. Water fountains decommissioned.	<i>05/01/21</i> <i>05/01/21</i>	L L
	Approach to preparing pupils for a return to academic work and new social situations is developed and shared by all teaching staff. 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.	Pupils are apprehensive about returning to school and have their own anxieties	H	Social stories created to support CYP return to school as needed. Share photographs of the new school layout with CYP who would benefit from that approach Continue to share achievements of school newsletter and display in hall/ classrooms	<i>30/12/21</i> <i>04/01/21</i> <i>05/01/21</i>	M M M L
	Approach to supporting wellbeing, mental health and resilience, including bereavement support is in place.	Children struggle with the return to school and their mental health has suffered during lockdown	H	Bereavement support in place and resources shared Recovery curriculum and beyond in place CYP wellbeing, mental health discussed weekly during Friday meetings PSW to provide support from a social distance Continue to share achievements of school newsletter and display in hall/ classrooms	<i>05/01/21</i>	M
	Consideration of the impact of COVID19 on families and whether any additional support may be required: <ul style="list-style-type: none"> ● Financial ● Increased FSM eligibility ● Referrals to social care and other support ● PPG/ vulnerable groups 	Families have been negatively impacted by COVID19 Records on CPOMS Lite will not be accessed once free trial ends	M M	Provide families with details on how to access financial support including FSM eligibility. Continue to record concerns and store concerns, refer to social care/ other support – school nurse where needed. Continue to monitor safeguarding procedures HT to contact PPG/ vulnerable families weekly – as required	<i>From 05/01/21</i>	L

Remote education plan	All students have access to technology and remote learning offer and are available to be switched on as a contingency when needed.	Pupils do not have adequate access to technology	H	Offer families in need laptops or iPads that they can borrow from school (signed agreement in place)	05/01/21	L
	Blended approach between physical and remote learning developed, including support for those CYP who are shielding/ clinically vulnerable.	Bubble needs to self-isolate because of a positive case of COVID19.	H	Continue with Remote learning offer for pupils with increased virtual teaching and additional signposting to Oak Academy/ BBC Bitesize/additional websites	05/01/21	L
	Intelligence around critical worker parents – numbers intending to take up provision is known.	Teachers wellbeing is affected by not having sufficient time to set home learning tasks	M	Remote learning offer in place and adapted as necessary	From 05/01/21	L
	Critical worker families communicated with regarding the need to keep children at home as much as possible.	Increased numbers of critical worker children – means more children on site which needs careful management	M	Access for critical workers in place – if no other provision available at home.	05/01/21	L
Transition back into school post lockdown. What will need to be different?	Online/ website support for families and young people around transition.	Online/ website support for families is not set up	M	Create a dedicated space on school website for transition	05/01/21	L
	Plan for return to school and what needs to be different due to possible partial opening, remote and face to face: <ul style="list-style-type: none"> EY & Year 1 needs Primary to Secondary Vulnerable children Children with SEND Physical and sensory needs, including adaptations, equipment etc (lead in times) Post 16 School Leavers 	Children are not prepared for their return due to lack of preparation	M	Create a virtual tour showing setting to parents on return to school routines and share lunch, uniform, routines information Children adhere to protocols put in place prior to the lockdown with all social distancing and isolated methodology in place. Provide now/ then resources, social stories, named sensory materials for SEND pupils	05/01/21 05/01/21 05/01/21	L L L
Safeguarding	Consideration has been given to identifying pupils who should be prioritised for onsite provision due to their vulnerabilities. <i>Refer to DFE guidance for definition of vulnerable.</i>	CYP previously deemed to be safer at home and family are anxious about returning to school.	M	Review the CYP's risk assessment to identify any support or arrangements needed for their return to school.	05/01/21	L
	Staff are prepared for supporting wellbeing of pupils and receiving any potential disclosures.	Staff are unaware of procedures, particularly as they haven't been in school for some time	M	Staff refresher training session on processes and procedures and the revised wellbeing material. Review of safeguarding procedures All staff to have access to safeguarding documentation over the summer	04/01/21	L L
	Updated Child Protection Policy in place.	Child Protection Policy doesn't reflect current situation	M	Adopted most recent Child Protection Policy	06/01/21	L

	Appropriate risk assessments have been undertaken to ensure welfare checks are taking place in accordance with the CYP response plan.	<i>CYP not eligible to be on-site are learning from home, including clinically extremely vulnerable.</i>	M	<i>Every child and parent/ carer receives a regular welfare check (at least weekly).</i>	13/01/21	L
	Where appropriate, work with other agencies, such as social care, has been undertaken to support vulnerable CYP and families to complete risk assessments and planning.	Support hasn't been able to take place due to social distancing	M	School nurse support via telephone. Contact Kids Inspire/ Young Carers to see changes to their procedures	05/01/21	L
	Where physical contact is required in the context of managing behaviour, ensure appropriate hygiene measures are in place to mitigate any risk of transmission.	Protective measures not in place for individual children	M	Review individual consistent management plans to ensure they include protective measures.	05/01/21	L
Curriculum / learning environment for CW & VC	Current learning plans for CW & VC revised expectations and required adjustments have been considered.	Learning Plans do not reflect school closure and home learning that has taken place	L	CW & VC learning systems in place to focus on well-being, mental health and establishing classroom routines initially	Tbc February 2021	L
	Consideration has been given to what activity is more difficult/ not possible to be undertaken with social distancing in place? Each activity should be risk assessed and should not be run unless the risks can be mitigated <ul style="list-style-type: none"> • PE • Practical science lessons • DT/ FT 	Some activities are more challenging in order to adhere to social distancing requirements	H	Staff to only undertake activities where social distancing can be adhered to wherever possible. This is harder in the EYFS where every effort must be made. PE/ DT/ practical science lessons will be risk assessed before they are undertaken – risk of sharing resources and lack of social distancing	05/01/21 05/01/21	L L
	Whole school approach to adapting curriculum (S/M/L term), including: <ul style="list-style-type: none"> • Wellbeing curriculum • recognising 'non-curriculum' learning that is being done at home • capturing pupil achievements/ outcomes • utilising the DfE 'catch-up' funding and programmes • responding to DfE remote learning expectations 	Curriculum moves too quickly and alienates children, not taking account of their experiences during lockdown	M	Staff are trained and supported in virtual teaching delivery style and aware of how best to provide students with additional support	05/01/21	L
	E-Safety policy and reviewed to reflect the current circumstances. Implementation of remote learning behaviours policy for children	E-Safety policy not clear. Children do not know how to responsibly engage with remote learning	L	Add an addendum to E-Safety policy and introduce remote learning behaviours policy to reflect current expectations	05/01/21	L

CYP with SEND	Approach to provision of the elements of the EHCP including health/therapies in place	Some children with an EHCP not accessing provision due to parental choice EHCP health/ therapies are hard to put in place due to lockdown and access to extended services	H M	SEND team to implement strategy to support parents of children with EHCP and to engage children with appropriate learning. Ascertain the best way to support health/ therapies at home or within school, utilising virtual meetings and personalised programmes.	05/01/21 05/01/21	L L
	Annual reviews.	Annual reviews don't take place due to lockdown requirements and CYP not in school	L	Carry out Annual Review meetings with parents, CYP and other agencies via Microsoft Teams and submit paperwork via email	05/01/21	L
	Requests for assessment considered	Requests for assessment don't take place because CYP are not in school	M	Continues to apply for requests for assessment where necessary	05/01/21	L
	Consider any CYP who may need additional support whilst learning at home and consult with the family and other agencies involved.	Specific needs of children not met due to minimised specialist provision and parental knowledge	M	Individualise contact and support for children with personalised learning and support programme	08/01/21	L
Attendance	Children and young people eligible to attend onsite have been identified and supported to attend where appropriate.	Engagement with child or family is a challenge and parents not utilising provision.	M	Clear parental engagement and guidance how to access provision. Contact with those attending and able to attend but not. Systems in place to support integration	30/12/20 04/01/21	L L
	Ensure first day contact is operating for those children eligible to attend.	Children/ parents may be worried about attending school again	H	Provide details of plans in place to increase understanding of process for CYP and staff. Provide support with anxiety and comfort where it is needed	04/01/21	L L
	Critical worker families communicated with regarding the need to keep children at home as much as possible.	Parents may be unwilling to keep CYP to school despite having provision.	M	Provide details of plans in place to reduce risks to CYP and staff. Phone those families with persistent attendance to talk them through guidance and appropriate process	05/01/21 05/01/21	L L
Communication	Information shared with staff around the restricted attendance plan, including amendments to usual working patterns/practices and groups.	Staff are not attending school before it opens due to childcare arrangements or health concerns	M	Share all plans with staff via email. Consider setting up a whole staff meeting via Google meet to discuss protocols	05/01/21	L
	Governors consulted on full opening plans.	Governors unaware of plans to reopen school	L	Initial plans shared with Chair and vice chair on 06/01/21 Subsequent plans and risk assessment shared during week beginning 11/01/21 Governors provided with the opportunity to ask questions – include Clerk in correspondence	31/12/20 & 07/01/21	L

	Union representatives consulted on full opening plans.	Unions raise concerns and adaptations expected	L	Reflect on guidance from DfE and ECC – ensure all aspects achieved	From 30/12/21	L
	Risk Assessment published on website.	Website shuts down, docs cannot be opened	L	Reference to office for access to documents. Contact website provider	10/01/21	L
	<p>Communications with parents on the:</p> <ul style="list-style-type: none"> • current arrangements for education and welfare checks/ safeguarding arrangements • Social distancing plan • Wellbeing/ pastoral support/ support and acknowledgement to parents of home learning • Attendance • Uniform • Transport • Behaviour • Test and trace • Staggered start and end times • Expectations when in school and at home 	<p>Parents do not receive communication because they don't use Parent mail</p> <p>Expectations are not adhered to following cost implications, shielding, choice</p>	M	<p>Post paper copies of any correspondence to families we know don't use Parent mail</p> <p>Include plans on weekly newsletter and website</p> <p>Address all issues on a case by case basis, support where necessary</p>	<p>From 05/01/21</p> <p>05/01/21</p> <p>05/01/21</p>	<p>L</p> <p>L</p> <p>L</p>
	<p>Pupil communications around:</p> <ul style="list-style-type: none"> • Current arrangements for education and welfare checks/safeguarding arrangements • Changes to timetable • Social distancing arrangements • Staggered start times • Expectations when in school and at home (if self-isolating is necessary) • Travelling to and from school safely 	Pupils are not aware of plans/ changes that have been made	M	During weekly virtual meetings with appropriate year group, share any changes that will be in place when that year group returns. Send pictures to children via Parent mail of their rearranged classrooms so it is not a surprise to them	05/01/21	L
	On-going regular communication plans determined to ensure parents are kept well-informed	Plans are not clearly communicated with parents	L	Letters, website updates, social media	05/01/21	L
Governors/ Governance	Meetings and decisions that need to be taken prioritised.	Meetings are not held due to social distancing requirements	M	Virtual governing body meetings	Ongoing from 01/09/20	L
	<p>Governors have oversight of restricted attendance plans and risk assessments.</p> <p>Approach to communication between Leaders and governors is clear and understood.</p>	Governors are not aware of plans for provision within the school	L	Share reopening plans with governors including DfE guidance	05/01/21	L

	Governors prepared for start of school year (clerking, etc).	Governors prioritise timetable of meetings	L	Guidance from Clerk and CoG on plan to reinstate meetings	05/01/21	L
School events, including trips	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.	Trips/ Events take place before lockdown is eased by the government	M	Refer to DfE advice on when trips/ events can take place. Keep everything cancelled for the immediate future	Ongoing from 01/09/20	L
Finance	Additional costs incurred due to COVID19 are understood and clearly documented.	Costs incurred are not recorded so can't be refunded	L	List of any additional costs is kept by SBM and clearly documented	30/12/20	L
	Claims submitted for reimbursement for example, increased premises related costs; additional cleaning; support for FSM	Costs incurred are not recorded so can't be refunded	L	List of any additional costs is kept by SBM and clearly documented. Staff know to speak to Kim Farren if they believe they have incurred additional costs (including phone calls)	31/12/20 05/01/21	L L
	Any loss of income understood, including the impact of lettings and the financial implications of possibly not restarting.	Financial records are not kept current	L	All loss of income is recorded.	30/12/20	L
	Insurance claims, including visits/trips booked previously.	Claims are not made due to poor record keeping	M	Make claims for cancelled trips/ visits in line with organisations cancellation policy. Refer to Parent mail refund policy	31/12/20	L
	Reintroduction or re-contracting services, such as: <ul style="list-style-type: none"> • Cleaning • IT support • Catering 	N/A as those services are all provided 'in house'		n/a		
	Consideration given to any support that may be brokered through working together, for example, partnerships, trusts etc.	Inability to engage and liaise. Online meetings ineffectual for need	L	Continued partnership with Terling, Witham Collaborative, Rayleigh Trust, EnPro and NQT hub & ITT	30ki/12/20	L
Before and after school clubs	Approach in place for before/after school clubs implements the necessary protective measures including restricted attendance.	Social distancing limits offer and cannot be delivered	M	Limited offer for wrap around care and increased staffing supervision in place. Safety protocols in place including bubble continuation.	05/01/21	L