

Inspire Education Trust – Primary

COVID-19– Risk Assessment – Hearsall Community Academy

11th May 2021 – UPDATE (following 10.5.21 DfE guidance review)

Assessment conducted by:	Rob Darling Claire Jones	Job title:	Head of Education Primary Headteacher	Covered by this assessment:	Staff, pupils, parents, contractors, visitors, volunteers
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Date of assessment:	20 th April 2021 11 th May 2021	Review interval:	Monthly unless otherwise required	Date of next review:	Summer 2 unless further guidance is released from DfE
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Risk rating	Likelihood of occurrence		
High (H), Medium (M), Low (L)	High (very likely)	Medium (possible)	Low (remote)

***Inspire COVID-19 March 2021 Reopening and Remote Learning Risk Assessment incorporates guidance provided by: DfE, Warwickshire LA, Coventry LA, GMB Union, Unison Union, the NEU, NAHT and NASUWT**

What is the risk? Covid19 is an infectious disease recognised internationally as a pandemic, the transmission of which must be controlled. The foreseeable risk in re-opening schools, is the potential transmission of Covid19 between members of the school community and consequently the wider community. This risk assessment therefore focuses on actions that are reasonably practicable to implement, that will reduce the risk of transmission of Covid19 as a consequence of re-opening schools to all pupils and staff, recognising that the virus is in general circulation.

Who is responsible? The employer is responsible for making sure that risks, particularly the risks to staff and pupils, are managed so far as is reasonably practicable. For Academies it is the Academy Trust.

Whilst it is recognised that the employer cannot delegate the overall legal accountability for the health and safety of employees; the day-to-day running of the school including responsibility for the health and safety of staff and pupils is ordinarily delegated to the head teacher and school management team. Reference:

<https://www.hse.gov.uk/services/education/sensible-leadership/school-leaders.htm>

Overview of Actions required for safe methods of working

- Put in place sensible approaches to minimise the risk of Covid19 transmission to staff, pupils and visitors whilst in school.
- Communicate the risks and required safe methods of working (RAMS) to all building user.
- Ensure that staff (employees) have the relevant information and training to manage risks on a day to day basis, including access to competent health and safety advice where needed.
- Check that the control measures have been implemented and remain appropriate and effective.
- Ensure that the control measures are monitored throughout the day and reviewed where necessary.

Approaches of separating groups and maintaining distance are not 'all-or-nothing' options, and will still bring benefits even if implemented partially.



The System of Controls: Protective Measures



You must always:

1. Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.
2. Ensure face coverings are used in recommended circumstances.
3. Ensure everyone is advised to clean their hands thoroughly and more often than usual.
4. Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.
5. Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
6. Consider how to minimise contact across the site and maintain social distancing wherever possible.
7. Keep occupied spaces well ventilated.

In specific circumstances:

8. Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.
9. Promote and engage in asymptomatic testing, where available.

You must always:

10. Promote and engage with the NHS Test and Trace process.
11. Manage and report confirmed cases of COVID-19 amongst the school community.
12. Contain any outbreak by following local health protection team advice.

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.

- 1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.
- 2) Where recommended, the use of face coverings in schools.
- 3) Clean hands thoroughly more often than usual.
- 4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.
- 5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
- 6) Minimise contact between individuals and maintain social distancing wherever possible.
- 7) Where necessary, wear appropriate personal protective equipment (PPE).

8) Always keeping occupied spaces well ventilated.

Numbers 1 to 5, and number 8, **must** be in place in all schools, all the time.

Number 6 **must be properly considered** and schools must put in place measures that suit their particular circumstances.

Number 7 applies in **specific circumstances**.

Response to any infection:

9) Engage with the NHS Test and Trace process.

10) Manage confirmed cases of coronavirus (COVID-19) amongst the school community.

11) Contain any outbreak by following local health protection team advice.

Numbers 9 to 11 **must** be followed in every case where they are relevant.

HAZARD (What is it that could cause harm?)	WHO (Who could be affected either directly or indirectly?)	Risk Rating (Prior to actions – L/M/H)	TRUST CONTROL MEASURES Universal Guidance (What are you already doing to reduce the likelihood of the hazard causing harm?)	ADDITIONAL CONTROL MEASURES Local School Specific measures	Likelihood of Risk (risk rating – L/M/H)
1. Establishing a gradual and safe approach for pupils and staff to return to school:					
1.1 Establishing if the building is safe following the summer closure					
Health and safety risk assessments have not been reviewed. The health and safety audit is overdue.	Staff Children	H	<ul style="list-style-type: none"> Health and safety risk assessment audit conducted by Trust representative and Headteacher following local site walk being undertaken. Risk assessments are updated or undertaken before the school reopens, mitigation strategies are put into place and communicated to staff with appropriate training covering: <ul style="list-style-type: none"> Different areas of the school. Procedures for when pupils and staff enter and leave school. Planned movement around the school during lesson, break and lunch times. Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used. 	HT / SSO during teacher training day	M
Statutory compliance has not been completed due to the availability of contractors during lockdown	Staff Children	H	<ul style="list-style-type: none"> All statutory compliance is up to date. 		M
1.2 First Aid/Designated Safeguarding Leads					
The lack of availability of designated First Aiders and Designated Safeguarding Leads may children's safety at risk	Staff Children Site Users	H	<ul style="list-style-type: none"> A programme for training additional staff is in place, using on-line training will continue. Collaborative arrangements for sharing specialist staff with other schools in the locality have been agreed through Inspire Education Trust. PPE to be provided The Health and Safety Executive published guidance on first aid during coronavirus (COVID-19) which will support local risk assessments and provides guidance for first aiders. It is clear that treating any casualty properly should be the first concern. Where it is necessary for first aid provision to be administered in close proximity, those administering it should pay particular attention to sanitation measures immediately afterwards including washing hands. Safeguarding addendum produced to ensure all responsibilities are addressed including: <p>If the DSL is not on site because of operational challenges, the following cover arrangements are in place:</p> <ul style="list-style-type: none"> a trained DSL (or deputy) from the school will be available via phone or online video, e.g. working from home access to a trained DSL from a partner school, will be available via phone or online video Where a trained DSL (or deputy) is not on site, a senior leader should take responsibility for coordinating safeguarding on site. 	AS (Office manager) to check certification - ongoing reviews to be put into place	M

Clear identification processes are not in place to identify vulnerable children			<ul style="list-style-type: none"> • An analysis of the school roll has been conducted to identify all pupils who meet the Government’s vulnerable pupil criteria • Where there is a safeguarding concern pupil attendance is strongly encouraged and any concerns shared with the relevant social worker • When a pupil is identified as vulnerable because of challenges in accessing remote learning, all reasonable actions will be taken (e.g. provision of a laptop) before determining school attendance is required 		L
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2. Determining the number of pupils that can be accommodated within the school infrastructure:

2.1 Organisation of teaching spaces and communal areas

Classroom sizes will not allow adequate social distancing	Staff Children	H	<ul style="list-style-type: none"> • Classrooms are re-modelled, with chairs and desks facing forwards in rows for all year-groups from Years 2 – 6. • Normal class sizes resume in recognition of Government advice that primary school aged children are not at significant risk. • Any surplus furniture including ‘spare’ chairs are removed if possible and area de-cluttered. • Clear age appropriate signage displayed in classrooms promoting social distancing see: E-bug posters • As far as possible, Year group/phase bubbles and staff stay together consistently and minimise mixing or blending with other groups. Mixing within the year group is permissible for specialist teaching for example RWI / DSR / interventions • Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained. Site users will be encouraged to bring additional layers of clothing to school to ensure they are warm enough whilst windows and doors are open. This can be achieved by a variety of measures including: <ul style="list-style-type: none"> · Mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply) · Natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so) · Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces • The timetable in structured and non-structured times strictly limits the interaction and the sharing of rooms and social spaces between groups as much as possible. • Teachers and staff can operate across different groups if necessary, to secure capacity and deliver a broad curriculum, but must observe social distancing to reduce the risk of transmission between bubbles if possible 		M
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Large spaces that need to be used as classrooms	Staff Children	H	<ul style="list-style-type: none"> Large gatherings of pupils and/or staff are prohibited, compliance is supported by signage, training and monitoring. E.g. assemblies Design layout and arrangements in place to enable social distancing. 	Meetings permissible for up to 10 in a room as long as social distancing can be supported.	M
Staff rooms and offices do not allow for observation of social distancing guidelines	Staff Children	H	<ul style="list-style-type: none"> Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. Staff are discouraged from congregating in communal spaces and are encouraged to eat observing social distance alone or with their designated team. Some furniture removed from staffroom areas to discourage staff from gathering in numbers higher than the recommended number per space 	<ul style="list-style-type: none"> 	M
School Kitchens	Staff Children	H	<ul style="list-style-type: none"> Government advice confirms that school kitchens can continue to operate, the kitchen will comply with guidance for food businesses on coronavirus (COVID-19). 		M
2.2 Availability of staff and class sizes					
The number of staff who are available is insufficient to safely teach classes in school, operate effective home learning schemes and safeguard children not in school	Staff Children	H	<ul style="list-style-type: none"> The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. Staff are aware of the current symptom checker for Covid-19, including high temperature, persistent cough and loss of taste and smell and understand that they are not permitted to attend school if they or a household member is symptomatic. All staff are aware of the testing procedure and report their illness or the illness of a household member immediately to enable testing to take place within 3 days of onset. Full use is made of those staff who are self-isolating but who are well enough to teach lessons online or lead other groups for example interventions or target readers Flexible and responsive use of teaching assistants and pastoral staff is in place to supervise classes under the direction of a teacher if required. An appropriate hierarchy of deputation is in place should a senior leader be unavailable. This might include external leadership capacity from the Trust If classes in school cannot be delivered because is staffing capacity is depleted a blended model of home learning and attendance at school is will be utilised temporarily, until staffing levels improve. Any temporary change in provision for vulnerable or critical worker children will be risk assessed against safeguarding criteria in consultation with partners, with a clear plan of return. 		M
2.3 Testing and managing symptoms					
Testing is not used effectively to help manage staffing levels and support staff wellbeing	Staff Children	H	<ul style="list-style-type: none"> Guidance on accessing a priority test for symptomatic household members has been brought to the attention of all staff. Staff share the outcome of the test with Headteacher as soon as information is available 		M
Infection transmission within school due to staff/pupils (or members of their household) displaying symptoms	Staff Children	H	<ul style="list-style-type: none"> Pupils, parents and staff are aware of what steps to take if they, or any member of their household, display symptoms. If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell 		M

			<p>(anosmia), they must be sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms.</p> <ul style="list-style-type: none"> • They must immediately cease to attend and not attend for at least 10 days from the day after: <ul style="list-style-type: none"> ○ the start of their symptoms ○ the test date if they did not have any symptoms but have had a positive LFD or PCR test (if an LFD test is taken first, and a PCR test is then taken within 2 days of the positive lateral flow test, and is negative, it overrides the LFD test and the pupil can return to school) • Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes safe isolation procedures, departure and cleaning. • A record of any COVID-19 symptoms in staff or pupils is reported to the Trust or local authority. Cov / Warks flowchart used for guidance. • In exceptional circumstances, if parents or carers cannot arrange to have their child collected, as long as it is age-appropriate and safe to do so the child should walk, cycle or scoot home following a positive test result. 	<p>Tracie Bailey (attendance officer) to review attendance daily – report concerns to HT / DHT Continue with attendance plans for non-Covid related absence</p>	
<p>Lateral Flow Tests are not used routinely by the school community resulting in a continuing unknown number of asymptomatic pupils and staff in school</p>	<p>Staff</p>	<p>H</p>	<ul style="list-style-type: none"> • The positive benefits of wide take-up of regular LFT to the health and safety of everyone within both the school and wider community is understood and promoted • All staff understand their entitlement to access regular lateral flow community or school-based testing (when available from 25th January 2021 onwards); are informed of the advantages and positive impact it has on identifying asymptomatic cases and are encouraged and enabled to participate in regular LFT screening. • Test kits are stored securely to prevent unauthorised use or damage to kits (following NHS guidance) • Training provided for Headteachers and identified COVID co-ordinators in the administration of the process (process checklist provided) • Microsoft forms used to communication between staff and COVID co-ordinator to reduce person to person contacts • Training provided for all staff on administration of tests and reporting of results • Safe collection schedule created to avoid staff from different bubbles coming into contact with each other. <p><u>Update WB 8th Feb – Frequently asked questions document</u> Change in the 90 days re-testing approach to align the education sector guidance with the rest of the LFD testing advice: If staff have recently (within 90 days) had a positive PCR test for COVID-19, they are likely to have developed some immunity. Individuals are exempt from testing by both PCR and LFD within 90 days of a positive PCR test, unless they develop new symptoms. However, individuals may choose to take a LFD test after the isolation period, for example as part of a workplace or community testing programme. This should only be done after completion of the required self-isolation period as per the NHS stay at home guidance.</p>		<p>M</p>

			<p>If they test positive with a LFD test, they will be required to self-isolate for 10 days or longer if symptomatic. They are still required to self-isolate if they are identified as a close contact of a positive case, even if this is within the 90 day window.</p> <p>Clarify that staff who have been vaccinated should follow the guidance in the same way as someone who has not been vaccinated: If staff have been vaccinated, they should continue to follow the steps set out in this guidance. The vaccine does not interfere with the LFD or PCR tests.</p>		
Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19	Staff Children	H	<ul style="list-style-type: none"> Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. Any updates or changes to this guidance are communicated in a timely and effective way to all staff and partners Consistent and repetitive reinforcement of the need for pupils and staff to stay at home if they are unwell, reminding them that early onset symptoms can be complex Consistent and repetitive reinforcement supported by high vigilance of the requirement to self-isolate at home for 10 clear days if identified as a close contact of a positive COVID-19 case. This includes household members <p>From 16th April, NHS Test and Trace is reintroducing confirmatory PCR testing for positive lateral flow device tests conducted at all assisted testing sites, including schools and colleges. This means that all staff and pupils who get a positive LFD test, whether at home or supervised at their school or college, should get a confirmatory PCR. The PCR test should be booked immediately either online or by calling 119 and should be undertaken within 2 days.</p>	Frequent letters sent via email and posted on Social Media	M
All not aware of procedures should there be a confirmed case of in the school	Staff Children	H	<ul style="list-style-type: none"> Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school. This guidance has been explained to staff and pupils as part of the induction process 		M
A failure to comply and / or sustain Covid compliance at all levels of school life, leads to school transmission outbreaks	Staff Children families	H	<ul style="list-style-type: none"> Strong distributed leadership across the school will model and challenge breaches in compliance through education, training and behavioural expectations Repetitive training and messaging will culturally embed safe practice and high expectations, reinforcing both the health consequences of transmission and the impact on learning Staff will feel confident in reporting issues / incidents that they believe to be unsafe and concerns will be listened to, investigated and where appropriate, learning implemented Following a COVID 19 positive incident in school, staff will reflect on lessons learned as part of a drive for continuous improvement 		M
Communication between agencies Effective communication to limit the amount of		H	<ul style="list-style-type: none"> Where testing comes back positive for staff or children, contact should be made to the local health protection team. Team and the DfE covid-19 hotline if guidance is needed. (The team should also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.) 	Review new information from Local Authority outbreak control partners regularly	M

spread of COVID-19.			<ul style="list-style-type: none"> For only single cases in a bubble/ year-group, the school will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate. Schools can contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. Schools will be put through to a team of advisers who will inform them of what action is needed based. Based on the advice from the health protection team/ Local Authority and Trust leaders, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person when they were infectious. Close contact means: <ul style="list-style-type: none"> -Direct close contacts – face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) -Proximity contacts – extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual -Travelling in a small vehicle, like a car, with an infected person 		
<u>Clinically extremely vulnerable – children</u>	Staff Children	H	<ul style="list-style-type: none"> All CEV pupils should attend their school unless they are one of the very small number of pupils under paediatric or other specialist care and have been advised by their GP or clinician not to attend. Pupils who live with someone who is CEV should continue to attend school as normal. Shielding advice has been paused nationally from 31 March. CEV individuals are no longer advised to shield but must continue to follow the rules in place for everyone under the current national restrictions. Staff in schools who are CEV will be advised to continue to work from home where possible, but if they cannot work from home should attend their workplace. <p>CEV individuals (over 18) have been prioritised for vaccination in phase 1 before the general population and in line with the priority ordering set by the Joint Committee on Vaccination and Immunisation.</p>		M
<u>Clinically extremely vulnerable and those who have previously been shielding.</u>		H	<p>Shielding advice has been paused nationally from 31 March. CEV individuals are no longer advised to shield but must continue to follow the rules in place for everyone under the current national restrictions. Staff in schools who are CEV will be advised to continue to work from home where possible, but if they cannot work from home should attend their workplace.</p> <p>CEV individuals (over 18) have been prioritised for vaccination in phase 1 before the general population and in line with the priority ordering set by the Joint Committee on Vaccination and Immunisation.</p>	CV staff risk assessments to be updated – lead by DHT	M
<u>Clinically vulnerable staff.</u>		H	<ul style="list-style-type: none"> Clinically vulnerable staff can continue to attend school. While in school they should follow all current guidance in this document. This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in section 6 of the ‘prevention’ section of this guidance. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. 		M

<p>Pregnant Staff</p>			<ul style="list-style-type: none"> • Pregnant women are considered 'clinically vulnerable' or in some cases 'clinically extremely vulnerable' to coronavirus (COVID-19) and therefore require special consideration as set out in the guidance for pregnant employees. • Heads/ Senior Leaders will carry out a risk assessment to follow the Management of Health and Safety at Work Regulations 1999 (MHSW). (More information is available on workplace risk assessment for vulnerable people vulnerable people working in other industries. Information contained in the Royal College of Obstetricians and Gynaecologists, Royal College of Midwives guidance on coronavirus (COVID-19) in pregnancy should be used as the basis for a risk assessment.) • In response to falling infection rates across the locality and the country more widely, women who are 28 weeks pregnant & beyond and have an underlying health condition that puts them at a greater risk of severe illness from COVID-19 at any gestation, should work from home. 	<p>Risk assessments for pregnancy in place with COVID specific additions</p> <p>Pregnant staff (up to 28 weeks gestation) to work solely within one year group and with Key Stage 2 children</p>	
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3. Securing and sustaining robust hygiene systems and procedures

<p>Enhanced Cleaning/ Hygiene Virus can live of hard surfaces for up to six days and be easily transmitted.</p>	<p>Staff Children</p>	<p>H</p>	<ul style="list-style-type: none"> • An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. • Working hours for cleaning staff are increased to secure sufficient capacity to undertake an enhanced cleaning regime throughout the day. • Procedures and protocols regarding warning symptoms signs of Covid-19 (e.g. temperature, cough etc.) including actions to take, isolation, communication clearly with parents/carers/ staff. • The following surfaces will be routinely cleaned in the enhanced school cleaning schedule: toys, books, desks, chairs, light switches, door handles, door pushes, whiteboards, IT equipment used, banisters etc. • Staff limited to working with defined classes/ groups/ bubbles and restricted to certain areas of the building(s) so senior leaders can track where staff have been. • Children to arrive with thoroughly washed hands, and must wash hands and use the hand sanitizers that are placed at entrances and in classrooms • All classes have sanitiser and anti-bac wipes to clean incidental spillages and stored appropriately when not used. • Children with symptoms need to stay home with expectations continually being communicated home. • Children who come to school with symptoms are sent home immediately. • Designated location where children go to be isolated if needed. • All children need to be self-sufficient for the whole day bringing their packed lunch (if not having school dinner), and drink. They should not borrow anything from anyone else. • School will provide all necessary individual stationery packs, although 'text books' may be shared with between children in a bubble. • Glue sticks, pencil crayons and scissors will be kept to pairs. • Staff can choose bring own flasks into school. 	<ul style="list-style-type: none"> • Allocate cleaning of Staffroom space after each break and lunch period (microwave, toaster, kettle, hot water boiler + all surfaces) • All photocopying to be completed by resource assistant • Parents of children having a packed lunch will be asked to send this in a disposable bag if possible. 	<p>M</p>
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			<ul style="list-style-type: none"> Teachers sit two chairs apart (guide) in communal staff areas and these limited to comply with social distancing guidance. 		
<p><u>Enhanced expectations as a result of Outbreak at one of our primaries</u></p> <p><u>New strain far More transmissible</u></p>	Staff	H	<ul style="list-style-type: none"> All staff to consistently wiping down workstations / areas that people have been using once they have left the area. E.g. sitting in a communal room preparing (use of microwave) or eating lunch (even where numbers of people have been considerably reduced and social distancing is fully in place. Going above and beyond the two-metre distance rule where possible (e.g. 3 metres) Enhancing communications with our DRAs and other support staff who do not routinely attend 'staff' meetings and who are not regularly if at all on their emails. We must insist they sign-up and log-in regularly to keep up with your communications. (I noticed this might be a common issue at all Trust primaries whilst visiting to set up LFT training last week.) DRAs are not necessarily confined to one area/ classroom so we need to be more careful with how we support these staff to understand our rules. Ensuring we continually remind parents who are sending their children to our key worker and vulnerable children provision to let us know when their children feel unwell. Tracking staff who are not class-based or in one bubble. E.g. cleaners/ SSOs. They have to move around the building to carry out their jobs but is this mapped in any informal/ formal way and do they understand how they should be actively limiting their communication (any unnecessary) with others as a result of this. 	<ul style="list-style-type: none"> HT/ senior leaders to implement additional measures by end of 4.2.21 	M
<p><u>Specific General Cleaning Procedure Guidance</u></p>	Staff	H	<p>Where no one has symptoms of or confirmed COVID-19:</p> <ul style="list-style-type: none"> It is recommended that detergents or diluted bleach to be used on hand contact surfaces. General cleaning should occur at least twice a day including a thorough clean at the start or end of the day. Normal laundering at the hottest applicable temperature for the garment is suitable. The use of a commercial dishwasher for utensils and equipment is acceptable. Waste can be disposed of as normal. 	<ul style="list-style-type: none"> HT or senior lead should ensure cleaning teams are routinely following process and expectations. 	M
<p><u>Cleaning for areas</u></p>	Staff	H	<p>Cleaning for areas visited by a symptomatic person testing positive for COVID-19:</p> <ul style="list-style-type: none"> Disposable gloves and apron worn by staff Disposable cloths or paper roll and mop heads used Additional PPE covering eyes, nose, mouth to be worn As well as the room(s) the person has been in, the traffic routes to the rooms should be thorough cleaned as well. 	<ul style="list-style-type: none"> HT or senior lead should ensure cleaning teams are routinely following process and expectations. 	M
<p><u>Access to Toilets and Handwashing Stations</u></p> <p>Spread of virus through poor sanitation processes.</p>	Staff Children	H	<ul style="list-style-type: none"> Each cloakroom – restrict access to a limited number of pupils at a time (number dependent upon size of the area). Each bubble has designated sink areas to aid handwashing and not having lots of children gathering at one time in one area. All communal toilets have markings on the floor to show adequate spacing when using these areas. (number dependent upon size of the area). Limited number of children in the toilet and cloakroom areas at any one time. Frequently wash their hands with soap and water for 20 seconds and dry thoroughly. 	<ul style="list-style-type: none"> All classes without a sink in their room to be allocated specific sinks – labelling required Prop main doors to toilets open Additional frequent cleaning of toilets throughout the day Specific toilets to be allocated to certain classes (see school space / timings planning document) 	M

			<ul style="list-style-type: none"> Children prompted to wash hands when: on arrival, before eating any fruit/ snacks, any toilet trips, before and after lunch, and also as and when children cough and splutter. 		
4. Safeguarding Procedures					
<u>Safeguarding</u> Reduced communication and contact during lockdown could result in children disclosures/ information being missed.			<ul style="list-style-type: none"> All standard practice safeguarding policies and procedures will now be used as the school is fully open 		L
<u>Attendance</u> Safeguarding risks occurring by not accounting for children who should be in school.			<ul style="list-style-type: none"> School attendance was mandatory for all pupils from 8th March A small number of pupils may need to self-isolate because they: <ul style="list-style-type: none"> Have symptoms or have had a positive test result Live with someone who has symptoms or who has tested positive and they are a contact They are a close contact of someone who has tested COVID positive Children who are CEV should remain at home and shield until further notice. School should seek evidence of the shielding letter Remote education is required for pupils who are unable to attend school because they are complying with government guidelines Pastoral support will be offered for pupils who are: self-isolating, shielding or vulnerable Pupils not attending school because of medical advice will not be penalised 		L
<u>Transport</u> Pupils use public transport and thereby increase risk of infection and transmission		H	<ul style="list-style-type: none"> Public transport is defined as transport used by the general public. If children use a public bus to come to school they will have to wear a face covering if they are over the age of 11. Staff using public transport must ensure that they safely remove their face covering on arrival at school when they have entered a teaching space and store it safely and hygienically in a sealed plastic bag or container – staff are advised to carry a spare face covering. School transport commissioned by the LA (excluding the use of public buses via a bus pass) are not available to the general public and therefore risk is reduced by the controls deployed by the LA and provider risk assessments. Parents and children will be discouraged for using public transport if there is another practical mode of getting to school including, walking, cycling (if safe) or family car. Personal budgets will be promoted to families entitled to free home to school transport by the LA and the school to minimise risk and secure capacity for families that need dedicated transport the most. 		M

5. Preventative measures to reduce risk of transmission through breaches of social distancing or good hygiene

<p><u>Communication - CHILDREN</u> Children not understanding / adhering to measures in place and so increase the spread of COVID-19.</p>	<p>Staff Children Parents</p>	M	<ul style="list-style-type: none"> Ongoing time will be spent reviewing items March 8th time spent going through items relevant to children in this risk assessment. E.g. organisation of classes, break times, toileting, lunch times, pick-up and drop-off and handwashing procedures. Produce Communicate in Print version for SEND/ LA children. Declutter all other signage around the school to make sure COVID information stands out. All children to be given reminders of site specific training on routines and daily ongoing reminders. 	<ul style="list-style-type: none"> 	L
<p><u>Communication – PARENTS AND FAMILIES</u> Parents not understanding / adhering to measures in place and so increase the spread of COVID-19.</p>	<p>Staff Children Parents</p>	M	<ul style="list-style-type: none"> Resources provided to parents to support their understanding and help them reassure their children that the different measures in place in school are to protect everyone. All resources translated into school community languages. Maximise the use of social media/ website etc. to communicate with parents. Declutter all other signage around the school to make sure COVID information stands out. Inclusion/ EAL Lead to provide list of languages for key messages – use Google translate to produce. 	<ul style="list-style-type: none"> 	L
<p><u>Communication - STAFF</u> Staff not understanding / adhering to measures in place and therefore unable to support the children and so increase the spread of COVID-19.</p>	<p>Staff Children</p>	H	<ul style="list-style-type: none"> Trust Heads and Leaders to work together to ensure consistency and compliance with all guidance. All documentation to be shared electronically as soon as it is ready. Trust schools to seek input from staff to ensure all risk is minimised. Declutter all other signage around the school to make sure COVID information stands out 	<ul style="list-style-type: none"> 	L

6. Preventive Measures in the Classroom and Outdoors

<p><u>Group Organisation</u> Formulating group sizes to minimise contacts and mixing whilst delivering a broad and balanced curriculum.</p>		H	<ul style="list-style-type: none"> Normal class sizes resume in recognition of Government advice that primary school aged children are not at significant risk. Staff to maintain distance from pupils and other staff as much as possible Limit interaction, sharing of rooms and social spaces between groups as much as possible. Younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. Where possible children may spend the majority of their time in their class groups, but will be allowed to mix into wider groups for specialist teaching, wraparound care and transport, In order to keep the school open I may be necessary to ask staff members to move between bubbles (with an appropriate time gap and the use of testing) If staff need to 	<ul style="list-style-type: none"> 	L
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			<p>move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can.</p> <ul style="list-style-type: none"> • Face to face contact will be avoided if possible and the time spent in close contact (within 1 metre of anyone) will be minimised • The provision for a child with complex needs who require close contact care can be delivered as normal. • Parents will be encouraged not to send their children to more than one setting (this includes EYFS / Nursery provisions and children attending more than one setting for an SEND reason) 		
<p><u>Wearing of Masks by Staff and Parents</u></p> <p>Large groups of adults standing in close proximity for periods of time and therefore an increased risk of spread of the virus.</p>	Staff Parents	H	<ul style="list-style-type: none"> • All staff should wear face coverings outside classrooms and in communal areas • In all schools, we continue to recommend that face coverings should be worn by staff and visitors in situations outside of classrooms where social distancing is not possible (for example, when moving around in corridors and communal areas) • Children in school do not need to wear a face covering. • Face coverings should be worn correctly and that clear instructions are provided to staff, children and young people on how to put on, remove, store and dispose of face coverings in all of the circumstances above, to avoid inadvertently increasing the risks of transmission. • Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully. • Visors / face shields can be worn in corridors and outdoors in addition to face coverings or masks but should not be seen as a replacement. • Staff may choose to wear a visor in the classroom or when working with a small group or individual for example when hearing readers 	•	
<p><u>Staffing arrangements for meetings formal/informal</u></p> <p>Large groups of staff standing in close proximity for periods of time and therefore an increased risk of spread of the virus</p>	Staff	H	<ul style="list-style-type: none"> • Staff meetings, where greater than 10 members of staff are involved and social distancing cannot be adhered to, should All staff training/ meetings to be held remotely if following social distancing guidance cannot be adhered to. • Criteria for all staff to be mindful of, close-contact with other adults classes as: <ul style="list-style-type: none"> -Under 1 metre for under 1 minute -Between 1-2 metres for less than 15 minutes -At least 2 metres for longer than 15 minutes • All the above in a well-ventilated room. 	•	
<p><u>Classroom Organisation</u></p> <p>Increase virus transmission through equipment and furnishings.</p>	Staff Children	H	<ul style="list-style-type: none"> • Seating and staffing arrangements are consistent - • Ideally, adults should maintain appropriate distance from each other, and from children. This is not always possible, particularly when working with younger children, but adults should do this when circumstances allow. • Remove non-essential furniture so that more space is available and cleaning can be completed more easily. • Removal of non-essential soft furnishings. E.g. cushions and soft toys. • Reduce the amount of toys with intricate parts which are hard to clean. 	•	L

			<ul style="list-style-type: none"> Minimise the sharing of equipment such as text books – to be kept within one identified bubbles. Pencils, pens etc.– label a set of resources for each child. Children should sit at the same desk in the same classroom where possible. Home reading books distributed each week but put in quarantine area each Friday for 72 hours and then can be re-distributed the following week. Maximise the use of visualizers/ iPads to screen share in place of multiple books etc. Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books. Lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste, their double bagging and emptying. Provide a good supply of disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom and enough to top up regularly. Where possible, doors and windows open to increase ventilation in all areas of school. 		
<p><u>Classroom</u> Large class groups or size increasing spread of COVID-19.</p>	Staff Children	H	<ul style="list-style-type: none"> Children and staff organised into year-group/ phase bubbles – normal class sizes resume Tables and chairs have been set up in rows (Years 2 – 6) so that no pupils are facing each other. Individual class teachers have reviewed where pupils will sit. Individual and very frequently used equipment such as pencils and pens should not be shared. Classroom based resources including books and games can be shared within the designated group but must be cleaned regularly. Children will line up when coming into class in the morning and from break times, in the order of back row to front row to ease movement into classrooms and avoid children having to pass each other once seated (Years 2 to 6) Break and lunchtime sessions are staggered to ensure reduced numbers of children on the playground and lunch hall by at least half. Adults to limit the amount of eye level discussion and contact. (Meeting the children at their level.) PPE to be provided for staff involved in supporting intimate care of children. Parents of the youngest children (and any identified as being in need) to be asked to supply a spare set of clothing to be used in the event of an accident. Risk assessments needed for children identified as more likely to leave the classroom without permission. 	<ul style="list-style-type: none"> Allocated lunchtime supervisors to class groups Phased re-introduction for agreed children likely to require additional support. 	L
<p><u>Staffing – Specialist Intervention</u> For specialist staff providing 1:1 support (e.g. as part of an EHCP) who may work across the school or with children who don't naturally socially distance.</p>	Staff Children	H	<p>Reviewed in line with LA SEND/ external professional guidance during partial re-opening</p> <ul style="list-style-type: none"> Staff wash hands before and after working with a pupil. A space is identified for the intervention to take place, and set up with two separate desks placed a suitable distance apart. All equipment needed for the child is set up in the space before the start of the session. All personal stationery brought to the intervention that is needed. Staff go to the child's classroom, standing at the entrance to collect the pupil (not entering the classroom). 		M

			<ul style="list-style-type: none"> The child follows the staff member (at a distance) to the identified area and returns to class following the intervention in the same way. The intervention is provided at a distance. After the child has returned to class, the member of staff cleans the desk area and washes any equipment that needs to be used by another pupil. 		
Queues for toilets and handwashing risk non-compliance with social distancing measures.	Children	H	<ul style="list-style-type: none"> Floor markings and signage are in place to promote social distancing. Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. The toilets are cleaned frequently. Monitoring ensures a constant supply of soap and paper towels (where school doesn't have hand-dryers). Bins are emptied regularly. Pupils are reminded regularly on how to wash hands and young children are supervised in doing so. Signage is in place. 		M
Break time: Large class groups or size increasing spread of COVID-19.	Children	M	<ul style="list-style-type: none"> Bubbles have staggered break-times with zones for the children to play in so minimise mixing. Timetabling will ensure movement around school is minimised and bubbles won't transition at the same time. Provide equipment to promote social distancing. E.g. skipping ropes and hoops. BUT these will need to be cleaned regularly. Children practice how to enter and exit the school building socially distancing. Supervision levels have been enhanced, especially with younger pupils, to support keeping to bubbles. 	•	L
Lunchtime: Playground, Outdoor Areas and Dining Hall Increase virus transmission through large groups of children gathering.	Children	M	<ul style="list-style-type: none"> Allocated lunchtime supervisors to teach bubble. Children eat in their classrooms where possible to minimise movement around the school and large groups of children gathering in one place. Enhanced supervision/ visible presence from senior leaders to support lunchtime supervisors. Enhanced cleaning where children eat hot diners in the school hall between bubbles using shared areas. 	•	L
Physical Activity in School (PE)		M	<ul style="list-style-type: none"> PE, sport and physical activity provided by our school under our systems of control can continue. This includes sports clubs or activities before or after school, in addition to their regular PE lessons. When it comes to playing team sport, schools can offer those with approved guidance listed in the DCMS return to recreational team sport framework, offering the activity in line with guidance. Pupils to be kept in consistent groups Children's clothing is appropriate to activity they are undertaking. Children may not routinely get changed for PE but will always have appropriate footwear. Sports equipment to be thoroughly cleaned in between each use by a different group 	•	L

			<ul style="list-style-type: none"> Avoid contact sports Where possible outdoor sports will be prioritised and large indoor spaces used when necessary, maximising distancing between pupils and adhering to stringent cleaning and hygiene External facilities are used in accordance with Government guidance Guidance on the phased return of sport and recreation and Sport England Include activities such as active miles and active travel to promote social distancing exercise 		
<u>Travelling to and from school</u> Children not adhering to measures in place and so increase spread of COVID-19.	Staff Children Parents	M	<ul style="list-style-type: none"> In exceptional circumstances, if parents or carers cannot arrange to have their child collected, as long as it is age-appropriate and safe to do so the child should walk, cycle or scoot home following a positive test result. Continue to remind parents and pupils about the need to recognise social distancing rules during their journey to and from school (schools can only partially control this). Liaise with school transport to ensure their advice is followed and they are compliant with social distancing guidance. Suggest walking or use car if this is an option to all families. 	<ul style="list-style-type: none"> 	L
<u>Start of School Day</u> Large groups of parents/ children congregating in small outside places/ moving through outside entrance points resulting in increasing risk of passing on COVID-19.	Staff Children Parents	H	<ul style="list-style-type: none"> School start and end times to be staggered to reduce the number of adults on site Parents entering the school site will be asked to wear a face covering at all times Children to come straight into school at pre-determined entrances. Provide guidance to explain new school routes. Additional signage introduced to limit staff/ parent interactions. Social distancing zones marked out near classroom entrances. (Hatch at reception) Clearly marked walking flow-routes across the outdoor of the school site to ensure 2 metre distance adhered to. Parents encouraged to ring for information from the office not wait at the front of our schools. Where necessary, markers for distance queuing in office areas to ensure 1 metre plus spacing of adults waiting to talk to members of the office team. Plastic screen shield (as in supermarket check-outs) installed in all office hatches in school. 	<ul style="list-style-type: none"> Ensure year team plans include flow of adults into and off site Use of double gate (normally traffic) on Grove Road Member of staff on duty at that gate Signage on doors to remember social distancing whilst parents are waiting <p>UPDATES</p> <ul style="list-style-type: none"> Lining up areas for classes designated to reduce crowding Additional gates opened to improve flow of people on and off site Identified doors closed at the beginning of the day to ensure children are not able to exit the building unseen 	L
7. Suspected Illness & First Aid Needs					
<u>COVID-19 Positive</u> Children who develop symptoms of COVID-19 and spreading it quickly to other members of the school.	Staff Children	H	<ul style="list-style-type: none"> Designated room or area where the child is isolated whilst waiting to be collected. Appropriate PPE given for member of staff who is supervising child whilst awaiting collecting. Deep clean of room is needed as soon as child has left the building. Member of staff isolated and sent home and encouraged to use the DfE website to arrange a test (may then be able to return to work if negative). Parents of classmates informed (similar system to headlice alerts) so they can be extra vigilant with their monitoring. <u>If there is a confirmed case of COVID 19, all children (and siblings) and adults in that group will be required to self-isolate for 10 days and will be able to access tests</u> <u>Outbreaks – follow Coventry and Warwickshire Outbreak protocols and guidance.</u> 	<ul style="list-style-type: none"> Isolation area to be set up in room behind the office so collection of children is quick and easy Remove all fabric covered chairs from the room Ensure all staff know where PPE is stored 	M

8. Supporting Children's Emotional and Additional Needs

<p>Emotional Needs Children scared to enter the school building as a result of being away from school for a prolonged period.</p>	Children	H	<ul style="list-style-type: none"> Children who are physically distressed and reluctant to leave their parents to enter the school can be physically supported by staff to remove from parents. Interventions/ support should take no longer than 15 minutes with staff washing their hands thoroughly afterwards. Contact will be made in advance of the 8th March to children known to be anxious by the class teacher – if possible this will be done via TEAMS (with the appropriate additional adult safeguarding arrangements) so the child at home can be reassured 	<ul style="list-style-type: none"> Cleaning takes place when children are not in the spaces to avoid raising anxiety Prioritise PSE in the curriculum / provision upon entry 	M
<p>Children presenting challenging behaviour Children with challenging behaviour may require intervention which breaches social distancing guidelines and cause distress to themselves and others.</p>	Children Staff	H	<ul style="list-style-type: none"> Behaviour addendum reintroduced to support staff with expectations for managing behaviour on site Reduced timetables during the initial reintegration period (time limited and reassessed regularly). Key pastoral staff to not be placed on a rota so they are flexibly available. Ensure that these pupils are closely monitored and provided with the relevant support to help them to manage their emotions (i.e. prevention is better than cure). Walkie talkies in each classroom where phones are not installed to allow communication between staff. Specific risk assessments to be produced / updated for identified children. Children who are physically distressed and reluctant to leave their parents to enter the school can be physically supported by staff to remove from parents. Interventions/ support should take no longer than 15 minutes with staff washing their hands thoroughly afterwards. 	Refer to phase leader initially to be then escalated to Assistant Headteacher/ Deputy Headteacher or Headteacher	M
<p>Children with SEND -may require intimate care, incl. on-site nursing (hence social distancing cannot be implemented)</p>	Staff Children	H	<ul style="list-style-type: none"> Individual pupil risk assessments to be written/ updated to reflect the additional measures that will need to be followed in relation to these challenges (this may include the use of PPE) with specific reference to staffing requirements. 	<ul style="list-style-type: none"> 	M
<p>Children with SEND -may have no awareness of space -may spit, scratch or bite</p>	Staff Children	H	<ul style="list-style-type: none"> Individual pupil risk assessments to be written/ updated to reflect the additional measures that will need to be followed in relation to these challenges with specific reference to staffing requirements. Clothing – all staff working closely with any children who regularly spit should wear full PPE at all times. (Masks, visors, aprons and gloves) If spit reaches any part of protective clothing (PPE) this must be thrown away as soon as possible. Masks/ visors need to be cleaned and labelled clearly for individual members of staff. Hygiene – frequent washing of hands (every hour), wearing plastic aprons, plastic gloves, laundering clothing worn Keeping distance - when a child is spitting and biting you want to keep your distance anyway but help to calm them down. So getting them to a safe space when you begin to see the change in behaviour thus trying to avoid behaviours escalating If spitting continues or is continuous during session over a period of time, on-site provision may be reviewed to ensure we maintain infection spread controls and the wider safety of all children and staff. 		M

<p>Assemblies/ In-door PE Large groups of children congregating in small places resulting in increasing risk of passing on COVID-19.</p>	Children Staff	H	<ul style="list-style-type: none"> No whole-school gatherings so that bubbles can be kept. Class-based assemblies to be introduced or broadcast assemblies 'live' or recorded into each classroom via Teams. PE can be run outside if weather is good or inside if not within year-group bubbles and larger hall spaces. No class performances / assemblies until further notice 	<ul style="list-style-type: none"> 	L
9. Supporting Staff					
<p>Staff well-being / Safety</p> <ul style="list-style-type: none"> Staff feel anxious and become ill – they are less able to support the delivery of planned provision for children Staff with underlying health conditions and / or pregnant staff are at a higher level of risk 	Staff Children Parents	H	<ul style="list-style-type: none"> Meetings to be held face-to-face but social distancing of at least a metre must be adhered to or virtually where possible. Staff meetings, where greater than 10 members of staff are involved and social distancing cannot be adhered to, should All staff training/ meetings to be held remotely. Staff will wear masks / face coverings / visors with masks whilst moving around the school indoors and out. These should not be worn when teaching in classrooms or other defined teaching areas – the exception here is the use of visors for activities with younger children where closer contact is required – i.e. hearing readers SLT to be available to support staff as required HT to have regular supervision from Head of Education 	<ul style="list-style-type: none"> 	M
<p>Staff Communal Areas Large groups of adults congregating in small places resulting in increasing risk of passing on COVID-19.</p>	Staff	M	<ul style="list-style-type: none"> Adults to sit well apart (guide) in communal staff areas and these limited to comply with social distancing guidance. Additional communal areas introduced to allow increased capacity at break and lunchtimes for staff. Office staff to use their own desk spaces and equipment – maximise the space between staff members. 	<ul style="list-style-type: none"> 	L
<p>Staff Training Staff may not understand alterations to practice required leading to risks to health</p>	Staff Children Parents	M	<ul style="list-style-type: none"> Staff to be provided with updated training on the following: <ul style="list-style-type: none"> Remote learning protocols and expectations Updated behaviour / attendance safeguarding addendums Stress awareness training Video conferencing protocols Feedback from year teams embedded into weekly meeting schedule 	<ul style="list-style-type: none"> 	L
10. Revised Evacuation Procedures					
<p>Fire & Lockdown Procedures Fire procedures are not appropriate to cover new arrangements. Fire evacuation drills - unable to apply social distancing effectively Fire marshals absent due to self-isolation</p>	Children Staff	H	<ul style="list-style-type: none"> Fire drills to be carried out in line with Trust H&S guidance Staff and pupils to be reminded of evacuation procedures Incident controller and fire marshals have been trained and briefed appropriately. Plans for fire evacuation drills are in place which are in line with social distancing measures and keeping bubble and sub-Phases. Fire 'walk-through' to be completed with all children on March 8th An additional staff rota is in place for fire marshals to cover any absences and staff have been briefed accordingly. 	<ul style="list-style-type: none"> 	L

<p>Visitors to School Site (Non parental/ professionals) Increasing spread of COVID-19 by limiting opportunities for social distancing.</p>	<p>Staff Children Contractors Delivery Staff</p>	<p>H</p>	<ul style="list-style-type: none"> • Parent phone calls encouraged as a means of communication with home to avoid additional adults on site at the beginning and end of the day for extended periods. • Arrangements made for deliveries to limit the amount of contact with others. E.g. designated areas and processes for how and where to leave goods. • Visitors discouraged from coming onto site unless an urgent need 		<p>L</p>
<p>11. Trust Staff, Visible Leadership and Peripatetic Teachers</p>					
<p>Trust Staff Moving from multiple school sites.</p>	<p>Institution</p>	<p>M</p>	<ul style="list-style-type: none"> • Leaders will limit movement between schools • Trust leaders, where possible, will try to limit the amount of schools they visit in one day / week – using Teams to video-call/ run meetings where appropriate. 		<p>L</p>
<p>Visible Leadership For presence and monitoring purposes.</p>	<p>Children Staff</p>	<p>M</p>	<ul style="list-style-type: none"> • Leaders will use appropriate social distancing measures when undertaking school self-evaluation and monitoring activities. Face coverings and shields will be worn. Leaders will not move around and between children. 		<p>L</p>
<p>12. Remote Education and wider curriculum issues</p>					
<p>REMOTE LEARNING Children falling behind from not being at school for an extended period.</p>	<p>Children</p>	<p>M</p>	<ul style="list-style-type: none"> • MAT staff will continue to develop remote learning lessons for each year team to be used by children who need to self-isolate • Remote learning offer is equivalent to the core teaching pupils in school would receive in school <ul style="list-style-type: none"> ○ KS1 – 3 hours per day and less for younger children ○ KS2 – 4 hours per day • Systems are in place for checking, daily, whether children are engaging with their work • A named leader with overarching responsibility for the quality and delivery of remote education is identified from within the MAT and a link person in each primary school • Children needing to access remote learning will be supported through the loan of IT equipment if necessary in order to redress digital poverty 		<p>L</p>
<p>Educational Visits</p>	<p>Children Staff</p>	<p>H</p>	<ul style="list-style-type: none"> • No domestic (UK) overnight and overseas educational visits are allowed until step 3 of the national lockdown release (17th May) • Non-overnight domestic educational visits can resume. This will be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination. • Where possible, we will make use of outdoor spaces in the local area to support delivery of the curriculum. Full and thorough risk assessments in relation to all educational visits will take place to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. (Consult the health and safety guidance on educational visits when considering visits.) The below is not a priority for Inspire Schools and no residential visits are currently in the diary before September 2021 • In line with the roadmap, schools can undertake domestic residential education visits, from 17 May. • Any domestic residential educational visits must be conducted in line with relevant 		<p>L</p>

			<p>COVID-19 guidance and regulations in place at that time.</p> <ul style="list-style-type: none"> Children will be kept within their consistent groups (bubbles) for the purpose of the visit. 		
Extra-curricular Provision Horizon	Children Staff	M	<ul style="list-style-type: none"> Children will sit within year group bubbles whilst at breakfast and after school club Extra curricular activities can resume – these should be limited to single bubbles 	<ul style="list-style-type: none"> Breakfast club to take place in Melbourne Hall and Bristol Lounge with tables arranged – one per bubble – children to remain seated at tables and then be escorted to classes in bubble groups 	L
Transitional & Taster Days	Children Parents Staff	H	<ul style="list-style-type: none"> School will complete a thorough risk assessments before running transitional, taster and open days to ensure that they are run in line with your system of controls and align with the advice contained within this guidance and the roadmap out of lockdown. Any approach will be agreed at Trust level in the first instance. 		M
Performances	Children Staff Parents		<ul style="list-style-type: none"> If planning an indoor or outdoor face-to-face performance in front of a live audience, we will follow the latest advice in the working safely during COVID-19 in the performing arts guidance, which provides details of how to manage audiences as well as carry out performing arts safely. When planning an outdoor performance, we will also give particular consideration to the guidance on delivering outdoor events. Dependant on COVID rates, we may consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission. 		

13. Governance and policy

Governance Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.	Institution	M	<ul style="list-style-type: none"> The Board of Directors continues to meet regularly via online platforms and in person where appropriate. The Board of Directors/ LGB* (where applicable) agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account. Regular dialogue with the Chair of Board of Directors/ Governors and those governors with designated responsibilities is in place. Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for statutory responsibility. 		L
Policy Review Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances.	Children Staff	M	<ul style="list-style-type: none"> All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. Staff, pupils, parents and governors have been briefed accordingly. Governors have approved revisions. Behaviour policies recognise that adverse experiences of lockdown and or lack of routine and regular attendance at school may lead to levels of disengagement, anxiety and behavioural responses setting reasonable and proportionate expectations of behaviour and make appropriate provision to support. 		L