

Re-opening Risk Assessment Template

School Name	Crofton Junior School	Completed by	Paul Birdsall
Discussed with staff (date)	<p>7th July 2020</p> <p>Reviewed 4th January 2021</p> <p>Reviewed 8th February 2021</p> <p>Reviewed 24th February 2021</p> <p>Reviewed 2nd June 2021</p> <p>Reviewed with Resources Committee 8th June 2021</p> <p>Reviewed September 2021</p> <p>Reviewed October 2021</p>	Discussed and ratified by governors (date)	<p>15th July 2020</p> <p>Shared with CoG September 2021</p> <p>Shared with CoG October 2021</p>

This implementation and impact of this risk assessment will be continually monitored throughout the period of time that COVID-19 related government guidelines are in place. Amendments will be made as necessary i.e. when guidance is amended or to address a school-based issue.

Key Issues	Key Identified Risks taking account of school context	Actions to mitigate risks
Children and parents		
Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your local authority on your plans.	<p>We expect that all children return to school from September 2020. We are a two-form entry school with a capacity of 240 pupils. We have 224 pupils on roll.</p> <p>Parents do not feel confident to send their child(ren) back to school.</p>	<p>Initial contact to allay anxieties and explain how the school day is organised so that the chance for their child to catch COVID-19 is minimised.</p> <p>Liaise with external professionals – parent support and EWO.</p> <p>Regular contact either verbally or in person to further allay fears.</p> <p>Agree to issue a fixed penalty notice for irregular attendance.</p> <p>Effective support provided. Attendance is high in comparison to national.</p>

		<p>Support for parents and pupils displaying anxiety is available.</p> <p>102 pupils on our register full and part time, 59 critical worker and 43 vulnerable. There has been an increase in the number of vulnerable pupils because of their difficulty to access learning at home.</p> <p>All children are expected to return to school. School will work with parents & pupils who are anxious in order to ensure full attendance.</p> <p>We currently have no parents who are withdrawing their child due anxiety over Covid-19 and its impact. Attendance is being affected by children or family members who display symptoms and therefore require a PCR test some of whom test positive.</p> <p>We have not had any parents who have withdrawn their child due anxiety over Covid-19 and its impact. Attendance has been affected by children or family members who display symptoms and therefore require a PCR test some of whom test positive. New guidance (16th August) states that only positive cases or those displaying symptoms and waiting for a test result need to self-isolate.</p> <p>Further guidance from Wakefield (October 2021) states that pupils who are household contact i.e. a sibling is positive to remain at home for 3-5 days and take a PCR test on day 5.</p>
<p>What if more/fewer pupils turn up than anticipated</p>	<p>School is able to meet the needs of children to the maximum capacity.</p>	<p>Parents will be informed prior the summer break how school will be organised for the September opening.</p> <p>All pupils have returned to school effectively.</p>

		<p>There is no upper limit to class sizes. The highest-class size is 16.</p> <p>A full staffing structure continues to be in place to meet all pupils' needs.</p>
<p>Plan content and timing of communications to parents and pupils (including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils, for example, arrangements for drop-off/collection).</p>	<p>Parents' understanding of the safety measures school will be putting into place.</p>	<p>A letter explaining school organisation to be sent to parents following governors' agreement with plans.</p> <p>The letter to be made available of the school website.</p> <p>New Year 3 parents to be contacted so they know which class their child is in and the appropriate organisation.</p> <p>Effective routines continue to be in place. Staff remain visible to support pupils and parents.</p> <p>An organisation document is to be shared with staff for their input.</p> <p>A return to school letter to parents sent to parents prior to the 21st June stating school's policy.</p> <p>A Covid Outbreak Contingency Plan document is to be shared with staff for their input and agreed September 2021.</p> <p>Information regarding school protocols has been sent to parents July 2021.</p> <p>The updated Covid-19 has been shared with staff and is available on the school website. A newsletter stating school organisation sent out and available on the school website.</p>
<p>Plan to resume taking attendance registers and continuing to complete the online educational setting status form to provide daily updates on how many children and staff are in school.</p>		<p>Normal registration routines will be resumed.</p> <p>Registers are completed and returned to the LA. School is proactive in 'chasing up' those children's whose attendance in school or on Zoom sessions is</p>

		<p>irregular. As a result, attendance and engagement is high.</p> <p>Registers to be completed in line with DFE guidance.</p> <p>Registers to be completed in line with updated DFE guidance.</p>
What if a pupil who was expected to attend does not arrive as expected	Possible safeguarding issues.	<p>Implement standard 1st day response process. PB home visit if there are safeguarding concerns.</p> <p>1st day response procedures are in place.</p>
Plan how children of critical workers and vulnerable children will be accommodated alongside returning year groups and encourage attendance (unless they are extremely clinically vulnerable and shielding, or medical advice or further guidance suggests they should not attend).	N/A	<p>All children will be expected to return.</p> <p>List of critical workers and vulnerable children are updated at least weekly creating up to date pupil numbers for the week.</p> <p>All children to attend fully.</p>
What if key workers request part-time provision to fit in with shift patterns	N/A	<p>All children will be expected to return full time.</p> <p>School is accommodating flexible working patterns although the children must engage full in their learning either at home or at school.</p> <p>All children to attend fully.</p>

Key Issues	Key Identified Risks taking account of school context	Actions to mitigate risks
Agree what returning support is available for vulnerable and/or disadvantaged children (including any dual-registered students) and put in place provision for the return of pupils with special educational needs and disabilities (SEND) in conjunction with families and	Staffing. Social distancing for visiting professionals.	Appropriate staffing in place for all SEND pupils. School is aware of behaviour issues regarding some of the new Year 3 pupils who have an EHCP. All pupils are expected to behave in a safe manner in line with the Behaviour Policy. A phased transition has been agreed for one pupil.

<p>other agencies and engage with partners who will help to provide that support, for example, local authorities.</p>		<p>Staff training has been organised for September. School have re-organised office space to provide additional spaces for children to be supported in their work and behaviour.</p> <p>All vulnerable pupils to attend all week.</p> <p>Class teachers amending planning for personalised programmes of work and liaising with TA's who are delivering them.</p> <p>SENCo to oversee the provision.</p> <p>External professionals are able to work with children and meet school staff.</p> <p>Programmes of work have been planned to support all children with their feelings about returning to school. The Learning Mentor will be timetabled to support vulnerable pupils.</p> <p>9/15 (60%) pupils with an EHCP are attending school and are therefore receiving their usual personalised curriculum.</p> <p>Individual learning packs are provided for those pupils at home with all children except 1 joining live Zoom sessions. This child receives a weekly phone call and home visit.</p> <p>Appropriate staffing is in place for all pupils who require additional support.</p> <p>2 additional pupils with an EHCP are attending the 2-weeks prior to full reopening as a transition process.</p> <p>Staffing is in place to meet the needs of all 15 pupils with an EHCP.</p> <p>Confirmation whether or not JS will remain with us in September is required and for how long. Provision is planned but required confirmation.</p> <p>Staffing is in place to meet the needs of all 15 pupils with an EHCP.</p>
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<p>Agree what safeguarding provision is needed in school to support returning children (e.g. where new issues have arisen, or existing ones escalated) and consider any necessary changes and referrals as more children return to school, including those with problems accessing online offers. Check for revised protocols from your local authority and update safeguarding policy if necessary.</p>	<p>Current safeguarding procedures effective for those children attending school. Uncertainty remains re children/families not accessing school.</p>	<p>4 DSL's in place all are up to date with current safeguarding concerns and referrals. Learning Mentor to continue to provide individual and family support. Additional time to be given to the work of DSL's if required.</p> <p>PB & MC trained DSL's in place. HW & JW to be trained as DSL's. Training booked. Training is being updated for 7 members of staff whose Basic Awareness was due to expire in February.</p> <p>PB's training has been updated. Miss Walker & Mrs Webster to attend DSL training 8th & 9th July. Mrs Charles' training in date. All other staff with current basic awareness training.</p> <p>DSL training for KW 16th September. DSL training for HW & JW rearranged for 25th & 26th November. Basic awareness training for all staff September 2021. Safer Working Practices training completed October 2021.</p> <p>DSL training for HW & JW rearranged for 25th & 26th November. Safeguarding Team meetings take place every 2 weeks in addition to on-going communication.</p>
<p>Update behaviour policies to reflect the new rules and routines necessary to reduce risk in your setting and agree how to communicate this to school staff, students and parents and review uniform expectations.</p>	<p>The current policy does not reflect updated guidance.</p>	<p>Update behaviour policy prior to 9th September to reflect government's guidance in regards to social distancing, hygiene and behaviour expectations. Share and agree with all staff and governors including sanctions. Share with parents and children.</p>

		<p>Reminders of behaviour expectations provided through the Live Online Session Policy.</p> <p>Reminders of behaviour expectations provided when the children return. Policy available on the website. Information shared with parents. The policy is overall being adhered to and effective.</p> <p>Behaviour for Learning Policy updated September 2021. To be shared and agreed by all staff and governors.</p>
<p>Work with your catering supplier to ensure meals are available for all children in school. Also, consider your arrangements for those year groups still out of school and eligible for benefits related free school meals.</p>	<p>Dolce staff are currently furloughed and Dolce are not providing meals as uptake is below 60.</p>	<p>Parents to be made aware that hot and cold grab bags will be available from September if they require one otherwise, they will need to bring a packed lunch. Collate potential numbers and inform Dolce. Implement 'grab bag' system in September, which mirrors the organisation currently in place.</p> <p>Full menu available. Children to remain class based to eat.</p> <p>Year groups to begin to use the Dining Hall on a rota basis to become familiar with the system i.e. Week 1 – Years 6 & 4, Week 2 – Years 5 & 3 etc</p> <p>Return to all children using the Dining Hall for lunch. Years 5 & 6 11:45 and Years 3 & 4 12:15 to reduce the risk of transmission.</p> <p>Return to staggered lunchtimes and children having lunch in the classroom.</p>
<p>Agree whether breakfast clubs, lunch clubs and after-school clubs can operate (in line with the implementing protective measures in education and childcare settings guidance), and under what terms.</p>	<p>Breakfast Club arrangements at CIS or private providers e.g Club House, Little Learners etc. After-school club available at private providers.</p>	<p>School to sign post providers as is regular practice. School to support transport of pupils if required. School not to begin a programme of after-school clubs until January. School to review periodically.</p>

		<p>Clubs not organised until at least the summer term. External providers continue to support before and after-school provision.</p> <p>After-school clubs not to begin until September.</p> <p>After-school clubs to begin in September. Mrs Cowan 2 sessions per week for Years 3&4 and 5&6. Agree protocols for choir with Mrs Vickers. Activities to be outside where possible or in a large space i.e. the hall. Restrict numbers to 20 pupils.</p> <p>After-school clubs postponed until the spring term at least.</p>
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Key Issues	Key Identified Risks taking account of school context	Actions to mitigate risks
Staff (teachers, support staff and non-teaching staff)		
Decide content and timing of staff communication(s) including if bringing staff in in advance of pupils returning is necessary.	N/A	<p>All staff clear on their roles and responsibilities prior to the end of the 2019 20 academic year.</p> <p>Staff receiving the weekly diary so they are fully aware of the week's events.</p> <p>Effective communication also via the staff WhatsApp group.</p> <p>Postpone weekly briefing sessions until the spring term at least.</p> <p>Staff meetings to take place virtually if possible or in a socially distanced manner with staff wearing face coverings.</p>
Consider options if necessary staffing levels can't be maintained (including school leaders and key staff like designated safeguarding leads and first aid providers).	All aspects in place.	<p>School to liaise with the LA if staff have to self-isolate or bubbles have to be collapsed for a period of time due to suspected or confirmed cases of COVID-19.</p> <p>All staff in school completing their normal working patterns within the staggered timetable due to the number and need of the children.</p> <p>Teaching staff to teach remotely if they have to self-isolate and are well enough.</p> <p>All staff completing normal working patterns. No staff are clinically vulnerable or extremely clinically vulnerable.</p> <p>All staff with the exception of two people fully vaccinated and therefore would not have to self-isolate unless they contract the virus or display symptoms and are waiting the result of a test.</p>

<p>Identify staff who can't return to school at this point (for example, those who are extremely clinically vulnerable or those who are clinically vulnerable or living with someone who is extremely clinically vulnerable and stringent social distancing cannot be adhered to on site) and how they can work from home (for example, supporting remote education).</p>	<p>All staff are able to return as from 1st August. HT has checked with the LA regarding pregnant members of staff working across multiple bubbles.</p>	<p>Organisation of bubbles sufficient.</p> <p>All staff available and have returned to work.</p> <p>All staff available to complete their normal working patterns within the staggered timetable.</p> <p>A member of staff to work an extra 30 minutes per day to supervise children in the hall 3:00-3:30pm whilst they wait for their siblings.</p> <p>Timetable staff to monitor the hall 8:30-9:00 due to staggered start to the day.</p>
<p>Agree any flexible working arrangements needed to support any changes to your usual patterns (for example, staggered start/end times).</p>	<p>No longer required, all staff back to full working patterns.</p>	<p>Support staff if childcare or personal arrangements are affected.</p> <p>A phased return has been implemented for one member of staff following an extended period of absence.</p> <p>Not applicable.</p>
<p>Agree staff workload expectations (including for leaders).</p>	<p>All arrangements agreed in document shared 7th July 2020.</p>	<p>Monitor implementation and effectiveness of the organisation. Address issues as appropriate.</p> <p>Continue to monitor particularly as a result of remote learning protocols.</p> <p>Staff meetings to resume but time provided to complete management roles within.</p> <p>Management, PPA & NQT time all timetabled.</p> <p>Full programme of management, PPA & ECF/RQT in place.</p>
<p>Decide what staff training (either delivered remotely or in school) is needed to implement any changes the school plans to make (for example, risk management, curriculum, behaviour, safeguarding).</p>	<p>Autumn term focus on: SEND – particularly ASD & attachment. Knowledge of new behaviour policy. Recovery curriculum – Phonics, Reading, Writing & Number aspects of English and Maths.</p>	<p>Training sessions with LA partners organised for all staff to attend.</p> <p>Front loading of recovery curriculum training and then monitor impact during the autumn term to agree next steps.</p>

		<p>Elements of online safeguarding have been completed:</p> <ul style="list-style-type: none"> • Teachers – radicalisation • TA’s radicalisation and working with SEND pupils • 7 members of staff – updated basic awareness <p>Focus to move to RE, Geography & History as well as moderation, Writing & SEND in preparation for the next academic year.</p> <p>Focus to continue on curriculum development and preparations for the next academic year.</p> <p>Autumn term focus on:</p> <ul style="list-style-type: none"> • Safeguarding • Writing • Reading/phonics • SEND • Curriculum review and further developments
<p>If a member of staff develops symptoms (a) what will be your actions to ensure safety of that member of staff and other staff who may have been in contact. (b) How will you organise testing for that member of staff?</p>	<p>Spread of infection within and across bubbles.</p>	<p>If anyone shows symptoms, they must be sent home and self-isolate for at least 7 days and arrange a test. Other family members in the household must self-isolate for 10 days from the first day symptoms were evident.</p> <p>A child waiting to be collected must go to the Medical Room and isolate with the door closed and window open. Supervision should be provided if required. PPE must be worn. We will give the parent collecting the child a test kit if it will increase the likelihood of them being tested and ask to be informed of the result. We cannot ask for evidence.</p> <p>The Medical Room will need disinfecting using standard cleaning products before anyone else uses it.</p> <p>Monitor all pupils and staff who have had close contact i.e. within their bubble.</p>

If the test is positive, we must send home those people who have been in close contact and advise to self-isolate for 10 days. Close contact means:

- Face to face contact for any length of time
- Had skin to skin contact
- 1-2m to contact for more than 15 minutes
- Travelling in a small car with the person

We must keep a record of who is in which bubble and who is involved in close contact.

Household members do not need to self-isolate unless the child sent home develops symptoms.

If school has two or more confirmed cases within 14 days or there is an increase in overall sickness due to COVID symptoms we must contact the health protection team who will advise further actions.

The above procedure stands.

27 out of 38 members of staff are conducting twice weekly lateral flow tests on a voluntary basis.

Continue implementing the above guidance. Some parents have disagreed, stating that they refuse to go for a PCR test. School has the right to refuse their return before their 10 days self-isolation period for the safety of pupils and staff.

All staff undertaking twice weekly lateral flow tests.

Implement the Covid Outbreak Contingency Plan [Sept 2021 Covid Outbreak Contingency Plan.docx](#)

Follow guidance:

- **Self-isolate and organise a PCR test.**
- **If the test result is positive, self-isolate for a period of 10 days.**
- **If the test result is negative, the member of staff can return.**

<p>Decide what actions will be taken if staffing levels reduce suddenly</p>	<p>Unable to accommodate the current structure of bubbles.</p>	<p>Staff are now able to work across bubbles. Therefore, if required, reallocate HLTA roles in order to cover during isolation period. Minimise management/release activities.</p> <p>The above actions stand. If teachers are absent, they are to conduct the Zoom sessions and remote learning from home. Reduce working across in line with Sept 2021 Covid Outbreak Contingency Plan.docx</p>
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Key Issues	Key Identified Risks taking account of school context	Actions to mitigate risks
<p>Mental health and well-being</p> <ul style="list-style-type: none"> - what is in place to ensure that staff have opportunities for self-referral to mental health support. - What is in place to provide opportunities for confidential conversations/counselling sessions 	<p>Some members of staff have expressed concerns/anxieties about working particularly SEND TA's where social distancing is very difficult.</p> <p>Nobody at present has been affected by any bereavement.</p>	<p>Provide a supportive environment allowing all staff to express concerns prior to finalising the organisation document and have input in to what is being put into place.</p> <p>Continue access to school mentor as well as external ie arrange counselling if required. Keep staff as informed as possible regarding weekly updates from the LA.</p> <p>Continue as above. Some children have displayed particularly challenging behaviour. HT to continue to prioritise support for staff at these times. Teachers to promote a team approach amongst support assistants to give each other some down time. Additional staff allocated as 1:1 KW with OT. Mrs Henwood has been allocated the role of Mental Health Lead as from September 2021; Mrs Charles currently undertakes the role.</p> <p>As above. Mrs Henwood will become active within the role in accordance with her job description.</p> <p>Mrs Henwood Mental Health Lead. Ensure that staff are updated and consulted. Ensure risk-assessment is implemented fully so that all staff feel secure. Monitor staff for signs of anxiety.</p>
<p>Protective measures and hygiene</p>		

<p>Read the guidance on implementing protective measures in education and childcare settings and agree how this will be implemented in your school, including agreeing on any necessary updated health and safety policy and risk assessments.</p>	<p>Ensure school follows all procedures effectively.</p>	<p>Guidance discussed and shared with staff. Organisational documents shared with staff created from up to date guidance.</p> <p>Staff continue to receive updated guidance and are encouraged to share concerns/anxieties.</p>
<p>Decide the physical and organisational structures needed to limit risks and limit movement around the building(s) (for example, classroom layouts, entry and exit points, staggered starts and break times, class sizes, lunch queues, use of communal staff areas). Agree how safety measures and messages will be implemented and displayed around school.</p>	<p>Ensure clarity so that hygiene and social distancing measures are in place.</p>	<p>Prior to 9th September: Organise bubbles and share with staff. Agree and share staff roles and responsibilities. Ensure sufficient hygiene equipment i.e. sanitizer, PPE equipment, covered bins, tissues and cleansing spray for each classroom and staff rooms. Remind premises staff of the daily cleansing of touch points – door handles, door plates, toilets, sinks, taps, telephones, photocopiers, chairs and desks. Increased ventilation by opening of doors/windows but not using the air conditioning units. Display posters around school. Agree amended fire evacuation procedure and share with staff. Practise in September. Signage for Year 6 toilets – 1 pupil at a time. Signage for staff toilets – 1 person at a time. Ensure sufficient hand wash/sanitizer in all toilet areas. Prepare the Medical Room for if someone shows signs of symptoms i.e. do not enter signage.</p> <p>From 9th September: Introduce a 2-point entry and exit point – school drive gate (children to line up on the pavement): Eagle, Tawny, Spotted & Elf and normal side gate: Hawk, Barn, Sooty & Snowy. Inform CIS staff who use the drive way as an access point.</p> <ul style="list-style-type: none"> ● Implement a staggered start: <ul style="list-style-type: none"> ○ Year 6 Eagle & Year 6 Hawk – 8:30am ○ Year 5 Barn & Year 5 Tawny – 8:40am

- Year 4 Sooty & Year 4 Spotted – 8:50am
- Year 3 Elf & Year 3 Snowy – 9:00am
- Implement a staggered break (Bubbles to stay on their own playground with allocated staff and use own equipment, which is to be kept in their class. Staff within the bubble to rotate duty responsibilities.):
 - Year 6 Eagle & Year 6 Hawk – 10:00am
 - Year 5 Barn & Year 5 Tawny – 10:10am
 - Year 4 Sooty & Year 4 Spotted – 10:20am
 - Year 3 Elf & Year 3 Snowy – 10:30am
- Implement a staggered lunch (All doors to be opened by an adult and then wiped down afterwards so that bubbles can collect their grab bag lunch and return to the classroom to eat. Beakers to be returned in a tray to the Dining Hall. Grab bag waste placed in a bin liner):
 - Year 6 Eagle & Year 6 Hawk – 11:30-12:30 (eat in classroom – 11:30, field - 11:50 & playground 12:10 – 12:30)
 - Year 5 Barn & Year 5 Tawny – 11:50-12:50 (eat in classroom – 11:50, field -12:10 & playground 12:30 – 12:50)
 - Year 4 Sooty & Year 4 Spotted 12:10-1:10 (eat in classroom – 12:10, field - 12:30 & playground 12:50 – 1:10)
 - Year 3 Elf & Year 3 Snowy – 12:30-1:30 (eat in classroom – 12:30, field - 12:50 & playground 1:10 – 1:30)
- Lunch staff will be staggered to cover across sessions.
- If the field is unavailable, the last 20 minutes will be back in class.
- Implement a staggered end of the school day:
 - Year 6 Eagle & Year 6 Hawk – 3:00pm
 - Year 5 Barn & Year 5 Tawny – 3:10pm
 - Year 4 Sooty & Year 4 Spotted – 3:20pm

- Year 3 Elf & Year 3 Snowy – 3:30pm
- Parents not to come on to the school site but to wait 2m apart and away from the school gates.

From January and continuing from February:

- Parents already required to wear a face covering when coming on to the school site to collect their child.
- Staff provided with visors and asked to wear them at in classroom and communal areas with the exception of when eating, where they must remain 2m apart.
- Staff to wear a face covering/mask.

Pupils to be given the option to wear a face covering.
Children to be taught and reminded how to put a face mask on and take it off safely.

The above organisation has worked effectively and will be put into place once again.

From 21st June (if the government's rules on social distancing are further relaxed.)

Continue with the staggered start times as above; however, all Year 6 children to use the side entrance and wait outside their class on the playground at 8:30am. Any children arriving before the Year 6 entry to wait by the side gate. Repeat the same process for Year 5 children at 8:40, Year 4 at 8:50 and Year 3 at 9:00. Parents are able to walk around on to the playground with the children if they wish. Parents to wear face coverings.

Children are able to sit in groups within the classroom in order to encourage collaborative learning practices and moving away from forward facing paired tables.

Break times to remain staggered; however, children from both year group classes are able to mix and share equipment. Equipment still to be sanitised afterwards. Hygiene routines remain in place before and after break and lunch as well as at other times.

A staggered lunch break still to be in operation; however, children in each year group to eat in the dining hall on a weekly rota basis. For example:

Weeks 1, 3, 5 & 7

- Year 6 – 11:30am - dining hall
- Year 5 – 11:50am – classroom
- Year 4 – 12:10pm – dining hall
- Year 3 – 12:30pm – classroom

Weeks 2, 4 & 6

- Year 6 – 11:30am - classroom
- Year 5 – 11:50am – dining hall
- Year 4 – 12:10pm – classroom
- Year 3 – 12:30pm – dining hall

Lunch staff to sanitise tables and chairs in between dining hall service.

Lunch staff to ensure that children sit on class tables so that there is no close mixing indoors.

Children collecting lunches to take back to their classroom to line up at least 2m away from where dining hall children are seated.

The dining hall to be well ventilated.

Year group children to mix on the playground and field as at break time.

Children in both year group classes to be able to take part in cross year group activities inside in a well-ventilated hall i.e. assemblies including end of year celebration assembly. Classes to be kept a minimum of 2m apart during assemblies. Year group assemblies

to take place on a rota ie Year 6 Monday, Year 5 Tuesday, Year 4 Wednesday & Year 3 Thursday.

End of Year 6 play to be performed to each year group separately on a rota basis as a practise in the main hall. Classes to be kept a minimum of 2m apart. Also, perform to a restricted number of adults (60) over 2 nights to accommodate 1 adult per child as it is an indoor activity. Parents to wear a face covering with the main hall well ventilated and seats organised in a socially distanced manner.

2 parents per child to be able to attend sports day as it is an outside activity but again to wear a face covering and social distancing to be encouraged. Children to be organised into groups from within their own class. Finals races to take place within year groups. (Sports day to follow WSSPN risk assessment).

Separate class coaches to be organised for the Year 6 visit to Flamingo Land. Children to be organised into groups from within their own class.

Staff to choose whether or not to wear a face covering or not during the school day. Staff to wear a face covering whilst in the presence of parents. Parents to wear a face covering when coming on to the school site at all times unless exempt.

September 21:

The requirement for bubbles has been removed. Implement the Covid Outbreak Contingency Plan [Sept 2021 Covid Outbreak Contingency Plan.docx](#)

From Monday 1st November:

Reintroduce the following measures:

- **2-point entry and exit point – school drive gate (children to line up on the pavement): Eagle, Tawny, Spotted & Elf and normal side gate: Hawk, Barn, Sooty & Snowy. Inform CIS staff who use the drive way as an access point.**
- **Implement a staggered start:**
 - **Year 6 Eagle & Year 6 Hawk – 8:30am**
 - **Year 5 Barn & Year 5 Tawny – 8:40am**
 - **Year 4 Sooty & Year 4 Spotted – 8:50am**
 - **Year 3 Elf & Year 3 Snowy – 9:00am**
- **Implement a staggered break (Bubbles to stay on their own playground with allocated staff and use own equipment, which is to be kept in their class. Staff within the bubble to rotate duty responsibilities.):**
 - **Year 6 Eagle & Year 6 Hawk – 10:00am**
 - **Year 5 Barn & Year 5 Tawny – 10:15am**
 - **Year 4 Sooty & Year 4 Spotted – 10:30am**
 - **Year 3 Elf & Year 3 Snowy – 10:45am**
- **Implement a staggered lunch (All doors to be opened by an adult and then wiped down afterwards so that bubbles can collect their grab bag lunch and return to the classroom to eat. Beakers to be returned in a tray to the Dining Hall. Grab bag waste placed in a bin liner):**
 - **Year 6 Eagle & Year 6 Hawk – 11:30-12:30 (eat in classroom – 11:30, field - 11:50 & playground 12:10 – 12:30)**
 - **Year 5 Barn & Year 5 Tawny – 11:50-12:50 (eat in classroom – 11:50, field -12:10 & playground 12:30 – 12:50)**
 - **Year 4 Sooty & Year 4 Spotted 12:10-1:10 (eat in classroom – 12:10, field - 12:30 & playground 12:50 – 1:10)**

		<ul style="list-style-type: none"> ○ Year 3 Elf & Year 3 Snowy – 12:30-1:30 (eat in classroom – 12:30, field - 12:50 & playground 1:10 – 1:30) ● Lunch staff will be staggered to cover across sessions. ● If the field is unavailable, the last 20 minutes will be back in class. ● Implement a staggered end of the school day: <ul style="list-style-type: none"> ○ Year 6 Eagle & Year 6 Hawk – 3:00pm ○ Year 5 Barn & Year 5 Tawny – 3:10pm ○ Year 4 Sooty & Year 4 Spotted – 3:20pm ○ Year 3 Elf & Year 3 Snowy – 3:30pm ● Parents not to come on to the school site but to wait 2m apart and away from the school gates.
<p>Decide what an enhanced cleaning schedule looks like and how it will be implemented in your school (for example, how often, when/if an additional clean is necessary) and how you will ensure sufficiency of supplies.</p>	<p>Enhanced hand washing implemented following February half term i.e. on entry, before and after break, lunch and PE sessions.</p>	<p>Increase the number of sanitising stations in class to ensure that the process is effective without reducing learning time.</p> <p>Reteach the children the enhanced hygiene rules i.e. handwashing, coughing/sneezing, cleansing of equipment.</p> <p>Pupils to sanitise their equipment at the end of the AM & PM session and keep at places.</p> <p>Staff to sanitise touch points during the school day.</p> <p>Cleaners to sanitise touch points and complete all hygiene tasks after-school.</p> <p>Teach social distancing rules including walking to the left-hand side of the corridor and remaining 2m from adults.</p> <p>Explain that if hygiene and social distancing rules are not followed then sanctions in the Behaviour Policy would apply.</p> <p>Reading books which are returned from home to be stored for a period of 48 hours in dated tubs before being placed back into the school library.</p> <p>Staff to wash their hands and surfaces before and after handling pupils' books.</p>

Children to be provided with individual packs of very frequently used equipment, which is to be sanitised daily. All other equipment to be sanitised after use. Staff to sanitise touch points in communal areas after use.

Year group 1st aiders to undertake any 1st aid duties in the Medical Room unless they are unavailable:

Year 3 – Mrs Greatorex

Year 4 – Mrs Scattergood

Year 5 – Mrs Chivers & Mr Birdsall

Year 6 Mrs Johnston

Mrs Cowan & Mrs Howell as Named 1st aiders are able to provide advice.

Mrs Howell to receive named 1st aider training in June 2021.

Mr Candlin, Mrs Johnston, Mrs Charles, Mrs Scattergood, Mrs Busby and Mr Birdsall completed emergency 1st aid training May 2021.

1st aid to be now completed by all appropriately trained staff.

Named 1st aiders are: Mrs Cowan, Mrs Howell with Mrs Greatorex undertaking her training 28th – 30th September.

Mrs Delamere and Miss Cooper to undertake 1st aid at lunchtime.

Implement new 1st aid reporting system.

Year group 1st aiders to undertake any 1st aid duties in the Medical Room unless they are unavailable:

Year 3 – Mrs Charles or Mrs Chivers

Year 4 – Mrs Greatorex, Mrs Lugton or Mrs Howell

Year 5 – Mrs Cowan or Mr Birdsall

Year 6 - Mrs Johnston or Mrs Scattergood

Lunchtime: Mrs Delamere, Mrs Cooper, Mrs Cowan, Mrs Busby, Miss Whitaker or Mrs Greatorex.

<p>Decide the approach to enhance hygiene (for example, toilet use, hand washing) and decide on policy related to usually shared items (for example, books, toys, practical equipment).</p>	<p>See above</p>	<p>See above Only 1 member of staff using the staff toilets at a time. Children to use 1 at a time. Year 6 staff to check with each other for pupils to access Year 6 toilets.</p> <p>To continue.</p> <p>Hand washing in place as in Sept 2021 Covid Outbreak Contingency Plan.docx Children to use classroom/year group toilets. No restrictions on staff toilets.</p> <p>Hand washing in place as in Sept 2021 Covid Outbreak Contingency Plan.docx Re-introduce Year 6 classes using the Year 6 toilets separately.</p>
<p>Plan the school level response should someone fall ill on site (in line with relevant government guidance).</p>	<p>Reduce the chance of the infection spreading to other bubbles and then the wider community.</p>	<p>If anyone shows symptoms, they must be sent home and self-isolate for at least 7 days and arrange a test. Other family members in the household must self-isolate for 10 days from the first day symptoms were evident.</p> <p>A child waiting to be collected must go to the Medical Room and isolate with the door closed and window open. Supervision should be provided if required. PPE must be worn. We will give the parent collecting the child a test kit if it will increase the likelihood of them being tested and ask to be informed of the result. We cannot ask for evidence.</p> <p>The Medical Room will need disinfecting using standard cleaning products before anyone else uses it.</p> <p>Monitor all pupils and staff who have had close contact i.e. within their bubble.</p> <p>If the test is positive, we must send home those people who have been in close contact and advise to self-isolate for 10 days. Close contact means:</p> <ul style="list-style-type: none"> • Face to face contact for any length of time • Had skin to skin contact

		<ul style="list-style-type: none"> • 1-2m to contact for more than 15 minutes • Travelling in a small car with the person <p>We must keep a record of who is in which bubble and who is involved in close contact.</p> <p>Household members do not need to self-isolate unless the child sent home develops symptoms.</p> <p>If school has two or more confirmed cases within 14 days or there is an increase in overall sickness due to COVID symptoms we must contact the health protection team who will advise further actions.</p> <p>To continue.</p> <p>See attached document Sept 2021 Covid Outbreak Contingency Plan.docx</p> <p>The pupil will isolate in the Medical Room and wait for a parent/carer to collect. The Medical Room will be well ventilated and cleaned appropriately afterwards. Staff will wear PPE as appropriate.</p>
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Key Issues	Key Identified Risks taking account of school context	Actions to mitigate risks
<p>Make arrangements for the very small number of cases where personal protective equipment (PPE) supplies will be needed: if your staff provide intimate care for any children or young people and for cases where a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home.</p>	<p>No children currently require personal care; however, known behaviour issues may result in hygiene issues. Availability of PPE equipment.</p>	<p>PPE equipment in place and a regular order in place. School to deal with and behaviour issues through the consistent implementation of the Behaviour Policy.</p> <p>No children require personal care. PPE is available for:</p> <ul style="list-style-type: none"> • 1st aid • Symptomatic pupils or staff members
<p>Pupil Well-Being</p>		

<p>Plan likely mental health, pastoral or wider wellbeing support for children returning to school (for example, bereavement support) and discuss with your local authority what wider support services are available. Work with your local authority to secure services for additional support and early help where possible (for example, around anxiety, mental health, behaviour, social care, or changes to mobility), and consider how these might apply to pupils and students who were not previously affected.</p>	<p>School are not aware of any families who have been affected by bereavements. School has experience of supporting families with bereavement, mental health and wider wellbeing issues in the past.</p>	<p>Initial activities to focus on transition, routine and well being activities through the Jigsaw programme. School to explore mental health training for staff. Learning Mentor to be available on a 1:1 basis. Links to FIM if appropriate.</p> <p>We have invited identified children to attend school the weeks prior to the 8th March as a transition period. Staff are aware of pupils who remain anxious and are providing on-going support.</p> <p>Additional support has been placed in Elf Owl Class. School are considering how this will continue in September. A learn to learn programme is planned for the first 2 weeks in September to teach the children communication and team work skills. Mrs Henwood will become the mental health lead in September.</p> <p>A key focus will be to develop the children’s ability to work together, cooperate and communicate. This will be developed through OAA activities in PE and the reintroduction of cooperative learning structures. Mrs Henwood will become active within the role in accordance with her job description to create a more coordinated approach to mental health development.</p> <p>In class activities and teaching methodology to remain the same in order to continue to develop the children’s ability to collaborate and work as apart of a team.</p>
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<p>Learning</p>		
<p>Agree what learning is appropriate (including the relationship between face-to-face and remote education), for example, identify curriculum priorities, agree revised expectations and required adjustments in practical lessons, and any approaches to ‘catch up’ support.</p>	<p>The need to catch-up on the basic skills of English and Maths without sacrificing a broad and balanced knowledge-based curriculum.</p> <p>The need to provide catch up opportunities for disadvantaged pupils who have not been as engaged with home learning during the lockdown period.</p>	<p>The expectation is to teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. Prioritisation within subjects of the most important components for progression is likely to be more</p>

effective. In particular, schools may consider how all subjects can contribute to filling gaps in core knowledge, e.g. through an emphasis on reading. We are expected to prioritise identifying gaps and re-establishing good progress in the essentials (phonics & reading, increasing vocabulary, writing & mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. Therefore, we have plans in place to implement a 'recovery curriculum,' but still make use of the text driver to link all elements of the curriculum together. We need to continue to think carefully how we provide opportunities for basic skills to be embedded across other areas of the curriculum. The aim is to return to school's normal curriculum content no later than the summer term 2021. Therefore, we are right to use our assessment for learning judgement to decide when we move back from a more skilled based curriculum to normal content.

School to explore use of the government catch up fund and look to maximise impact through targeted teacher led interventions.

School will continue to provide a full broad and balanced curriculum offer. We will initially focus on developing the children's wellbeing and their transition back to school routines. We will also look to implement the recovery curriculum as described above; however, due to the quality of the remote learning, we believe this won't be to as great an extent.

The children are making progress as a result of the curriculum that has been provided. Catch-up is a long-term process. Time will be provided for transition

		<p>discussions to take place as we move forward into the next academic year.</p> <p>School will continue to provide a full broad and balanced curriculum offer.</p> <p>Transition procedures have been completed and staff will make use of end of year data and information to ensure that progress is being built upon systematically with a focus on revisiting key objectives in English and maths.</p> <p>There will be a focus on reading and particularly phonics within Years 3 & 4. Writing will also be a focus in the autumn term.</p> <p>School will continue to provide a full broad and balanced curriculum offer and encourage pupils in class to work in a collaborative manner.</p>
<p>Work with your local authority or trust (and where applicable NHS Clinical Commissioning Group) and families to identify what provision can be reasonably provided for in line with education, health and care (EHC) plans.</p>	<p>The new Year 3 cohort with a high level of EHCP and SEND pupils, many of whom have not been taught in a classroom setting since October, are even more vulnerable due to the lack of transition that we have been able to put into place.</p>	<p>School have re-organised SENCO roles and responsibilities for Mrs Chinn, who knows these children well, to oversee Years 3 & 4. Miss Walker has been allocated the role of Upper KS2 SENCo.</p> <p>Miss Walker & Mrs Henwood continue to undertake SENCo duties.</p> <p>The Year 3 pupils have settled in to school very well and are receiving high quality support. Their remains high levels of need in the year group and are a focus of the Learning Mentor, who has now been deployed to work in the class every morning.</p> <p>2 more pupils with EHCP's as well as other vulnerable children have taken up the offer of places in school in</p>

		<p>the weeks leading up to the 8th March in order to provide an extended transition period.</p> <p>Monitoring indicates that provision is effective and we continue to take advice from professionals.</p> <p>Provision is in place for all existing pupils with an EHCP. There are no children with an EHCP joining school although 2 pupils display SEND vulnerabilities; transition meetings have taken place.</p> <p>There remains uncertainty over the future of 1 pupil with an EHCP whilst specialist provision can be identified. School is working with the parent and LA to ensure that needs are met in full in the meantime.</p> <p>Miss Walker will take the role as sole SENCo with 3 days per week release time.</p> <p>SEND provision remains unchanged.</p>
<p>Agree ongoing learning offer for eligible pupils who can't attend school, as well as offer for those that continue to be out of school.</p>	<p>Children who are required to self-isolate need to access high quality education.</p>	<p>Miss Watson & Mrs Mitchell have been asked to create another topic activity sheet with introductory videos explaining each task. This is to be added to the website ready for September.</p> <p>Reading and Maths CGP workbooks are to be provided. Children will also access to TTRockstars and Spelling Shed.</p> <p>Reading books will be sent home, with access to Accelerated Reader.</p> <p>A new Home Learning Protocol created and agreed by governors. Very positive development of online live lessons where the whole class or teacher is self-isolating. Home learning packs in place for individuals</p>

		<p>self-isolating. The needs of all pupils is met through individualised packs.</p> <p>Learning packs will be created on a weekly basis, which mirrors the curriculum the children are receiving in school. Feedback will be available through Purple Mash, LbQ & Oak National Academy activities as well as daily phone calls and when children return with their workbooks.</p> <p>The above has been successful and will continue.</p>
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Key Issues	Key Identified Risks taking account of school context	Actions to mitigate risks
<p>Agree ongoing approach for learning offer for vulnerable children and children of critical workers who are in school but not in the returning year groups.</p>	<p>Not applicable as all children are expected to attend school full time.</p>	<p>School to support attendance as previously stated.</p> <p>School has an up to date list of vulnerable pupils and critical workers. Children receive the same curriculum at home as they do in school, which reflects school's usual curriculum offer.</p> <p>The needs of our 17 children with EHCP's are being met within this.</p> <p>It is expected that all children will return.</p> <p>All vulnerable children have attended since lockdown and it would be expected that they continue to do so.</p> <p>It is expected that all children will continue to attend school fully.</p>
Other considerations		
<p>Work with other school based-provision as necessary (for example, nursery, SEN unit) to ensure policies are aligned where they need to be.</p>	<p>Wrap around care so parents can attend work.</p>	<p>Signpost Crofton Infants and external providers as usual practice.</p> <p>External providers continue to meet demand.</p>

<p>Agree approach to any scheduled or ongoing building works.</p>	<p>Need to increase office space as a result of the reorganisation of school rooms for SEND purposes.</p>	<p>School is in the process of exploring the cost of reconfiguring the 'caretaker's bungalow' for additional office, meeting room and group work space.</p> <p>This remains on-going. Workmen will be able to conduct work during the school day unless there is an increase in community or school-based cases.</p> <p>Workmen will only be able to attend school before or after the school day to complete work. Inspire sessions will be postponed until the Spring term at least. Visitors will be restricted – SEND professionals and sports coaches including Mr Biltcliffe.</p>
<p>Plan arrangements with your suppliers and check they are following appropriate social distancing and hygiene measures (for example, food suppliers, grounds maintenance, transport providers), including when in school.</p>	<p>Dolce food providers. YPO</p>	<p>Access for food deliveries direct to the school kitchen and separate from school.</p> <p>Access for education supplies to be delivered to the main entrance and then brought into the school office when appropriate.</p>
<p>Ensure you have considered the impact on staff and pupils with protected characteristics, including race and disability, in developing your approach.</p>	<p>Individual circumstances of staff met. All children given the equal opportunity to attend and work is tailored to meet need.</p>	<p>The needs of individuals are met through day to day approaches.</p>

<p>Signed (Headteacher)</p>	<p>P. Birdsall</p>	<p>Date</p>	<p>4.1.21 9.2.21 24.2.21 2.6.21 8.6.21 31.8.21 16.10.21</p>
<p>Signed (Chair of Governors)</p>	<p>S. Borman</p>	<p>Date</p>	<p>October 2021</p>

