

COVID19: Full Opening Risk Assessment and Action Plan

SCHOOL NAME: MONTGOMERY INFANT SCHOOL AND NURSERY

OWNER: ESSEX COUNTY COUNCIL

DATE: 1st September 2020

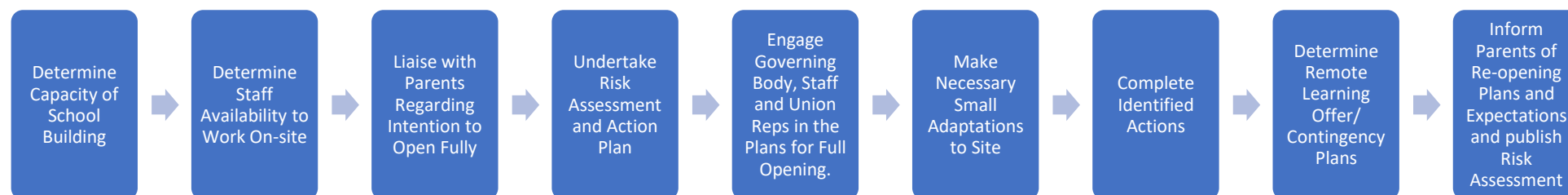
Purpose of this document:

This COVID19: Risk Assessment and Action Plan document sets out the decisions taken and measures put in place to prepare for the full opening of the school and ensure the school continues to operate in a safe way.

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

- Health and Safety Policy
- First Aid Policy
- Child Protection Policy
- CYP Response Plan
- DFE Guidance relating to COVID19
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
- The Health Protection (Notification) Regulations 2010
- Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'

Steps of Full Opening Preparation:



Risk Assessment/ Action Plan Sections:

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**The below table includes examples in grey, these are not exhaustive.*

| Theme | Control Measures | Risk to Implementation | Risk Level Pre-Action | Action Required / Decision Made | Action Completed Date | Risk Level Post-Action |
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| Engagement in Risk Assessment and Planning | Risk assessment process fully engages staff, governing body and union representatives. | Staff, parents and governors not confident in risk management processes | M | Risk assessment shared with all parties through email and or/on website. Risk assessment is fluid and will be adapted where necessary following constructive feedback. | | L |
| Preparing Buildings and Facilities | <p>Premises and utilities have been health and safety checked and building is compliant.</p> <ul style="list-style-type: none"> • Water treatments • Fire alarm testing • Repairs • Grass cutting • PAT testing • Fridges and freezers • Boiler/ heating servicing • Internet services • Any other statutory inspections • Insurance covers reopening arrangements | <p>Business manager is unavailable</p> <p>Site Manager is unavailable</p> <p>Some parts of the site haven't been used during lockdown</p> <p>No hot water for cleaning/hand washing</p> | <p>H</p> <p>M</p> <p>M</p> | <p>Source alternative suitably trained person, seek support from the Juniors or other member of consortium school</p> <p>Site walk around noting work that needs doing head teacher and site manager</p> <p>Service contracts renewed Water – Primec Fire alarms – WFP Grass cutting- countrywide Boilers –SES Internet – D.L.Solutions Insurance –Essex County Council</p> <p>Site manager to manage reinstallation of hot water service. If hot water is going to be lost for some time seek Essex Guidance regarding cleaning and handwashing.</p> | | <p>L</p> <p>L</p> <p>L</p> |

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| | Office spaces re-designed to allow office-based staff to work safely. | Office does not allow for adequate space between staff members, | M | <p>Clear screen positioned between office desks to allow staff to continue to work face to face. Only office staff allowed in office area. Maximum of two per room. Windows to be open when possible to allow for ventilation.</p> <p>If telephones are needed to be used by other staff they must be cleaned before use.</p> | 01/09/2020 | L |
| | Entry and exit routes to the school are in place, any physical changes and/or signage required to allow social distancing are in place. | Bottlenecks likely at entrance to school. Social distancing unlikely to be maintained. | M | <p>2-meter markers are present on floors. Including playgrounds and on fence as children approach school</p> <p>Designated gates to be used by specific classes, parents informed during transition arrangements. Gate log to be used by SLT to support adherence.</p> <p>Children will be picked up by adult with parental responsibility from their classroom base. Parents will be informed of this by letter. Staggered start and collection times.</p> <p>Signs put up on entrance door asking parents to wait and only one person in foyer at a time.</p> <p>External doors to be used when entering and exiting classes to avoid using corridors.</p> <p>Teaching staff enter building through their classes external doors. All doors to be open by 7:45am.</p> | 01/09/2020 | L |

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| | | <p>Chameleon class entrance is through Cat class</p> <p>Hall entry point for lunch-time – year group sittings 90 children accessing the hall, queuing to enter and collect meal</p> | <p>M</p> <p>H</p> | <p>Classroom based Staff no longer fob in but sign against daily register, time they were in and time they left. All other staff continue to fob in</p> <p>External door to be used where possible for Chameleon class to reduce walking through cat class.</p> <p>Children accessing playground also use external doors and go around the school rather than through the school.</p> <p>Entry to hall during lunch-times – each class will have one of three designated entry points to the hall. Entry to the hall will be managed by Senior MDA communicating with class teacher/LSA/MDA through walkie talkie when areas are clear for children to enter. Children will be directed to sit at their class dinner table away from other class groups. MDAs/LSA will bring dinner to seated children. In the event of poor weather LSAs will be instructed to bring children through the school this will be managed by walkie talkie to avoid congestion</p> | | L |
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| | Staff room and reprographics room | <p>Staffroom is used by over 50 members of staff during the day.</p> <p>Reprographics room has no ventilation and is used by over 50 members of staff</p> | <p>M</p> <p>M</p> | <p>KS1 and EYFS staffrooms created. Main staffroom for KS1 staff, teachers room located near SEN office to be used by EYFS staff and SEN team (If SEN staff is assigned to a child or class they use the staffroom for their bubble)</p> <p>Staffroom use timetable created all other staff members (office team etc) use during off peak times.</p> <p>A fridge will be available in staffroom 2 for SEN staff and milk for all staff using this room. Teaching staff in EYFS classes use class fridges to store lunch if needed. Year staff use fridge in Rainbow Suite. Year 2 staff use fridge in main staffroom (staffroom 1) Office staff use office fridge.</p> <p>Cleaning materials including wipes available for staff to clean down surfaces after use.</p> <p>Signs to ensure all staff wash hands before and after touching often used surfaces.</p> <p>Screens in both staffrooms positioned on table so 4 members of staff can eat.</p> <p>Door is propped open at all times. Only one member of staff to use room at a time. Year groups where possible stick to using designated photocopy.</p> <p>Cleaning materials including wipes available to clean down surfaces after use.</p> | | |
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| | Consideration given to premises lettings and approach in place. | Hall will need to be cleaned after use. Cleaners not available to do it after clubs have finished. | M | No clubs in the hall will be reviewed during the Autumn term. | | |
| | Consideration given to the arrangements for any deliveries. | Entry to building by delivery person. Parcels packages left in foyer that could be contaminated | | Deliveries are left in the foyer or corridor. Packs to be wiped down with cleaning materials and removed as soon as possible or stored to allow contamination to dissipate. Delivery person remains on site for least amount of time. Deliveries are not signed for. | | |
| Emergency Evacuations | Evacuation routes are confirmed, and signage accurately reflects these. <i>NB In the event of emergency the priority is getting out of the building calmly regardless of social distancing.</i> Arrangements in place to support individuals with reduced mobility including cover arrangements in the case of reduced numbers of staff. | Current evacuation routes would cause multiple groups of people to come into contact. More appropriate alternatives are possible. | M | Classes evacuate through their classes external door children line up on distance markers in the playground. Nursery markers are on entrance path SLT member would take on responsibility of evacuation Training for SLT on evacuation procedures including fire drill and lockdown | L | |

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| <p>Cleaning and waste disposal</p> | <p>Enhanced cleaning regime is in place in line with COVID19: Cleaning in non healthcare settings guidance.</p> | <p>8</p> | <p>Enhanced cleaning schedule implemented throughout the site, ensuring that contact points, worksurfaces, door handles, taps etc. are all thoroughly cleaned and disinfected regularly.</p> <p>Teaching staff will support children in cleaning toys and work areas they have used using soapy water.</p> <p>Hand towels and handwash are to be checked and replaced as needed by the site manager and cleaning staff</p> <p>Cleaning staff and site manager will clean toilets and regularly used areas at lunch-time.</p> <p>Cleaning checklist implemented Cleaning solution will be</p> <p>a combined detergent disinfectant solution at a dilution of 1,000 parts per million available chlorine (ppm av.cl.) or a household detergent followed by disinfection (1000 ppm av.cl.). Follow manufacturer's instructions for dilution, application and contact times for all detergents and disinfectants or</p> <p>if an alternative disinfectant is used within the organisation ensure that it is effective against enveloped viruses</p> | | |
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| | Cleaning staff capacity is adequate to enable enhanced cleaning regime. | | | Cleaning staff hours have been extended, site manager supporting in additional cleans. Member of support staff additional role. | | |
| | Adequate cleaning supplies and facilities around the school are in place. Arrangements for longer-term continual supplies are also in place. | No hand sanitiser for visitors to reception. Classrooms do not have tissues. Low supply of soap. Toilets shared by two classrooms and only one towel dispenser | M | Hand sanitiser available at the school entrance 3 x Lidded bins in each classrooms – 1= paper towels 2= general classroom waste 3 = 'catch it, bin it, kill it – yellow bag to be used Disposable tissues in each classroom to implement the 'catch it, bin it, kill it' approach Stock check and ordering schedule reviewed and order made. Toilets allocated to each class. Marker on floor to show toilet designation, sign on toilet door and above sink. Paper towel dispenser put up in the two classes that would otherwise share. Additional paper towel dispensers in the classroom. | | L |

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| | Sufficient time is available for the enhanced cleaning regime to take place. | | <i>M</i> | Lunch-time cleaning when classes are at lunch see cleaning timetable All staff (except teaching staff) advised to leave the site by 3:30pm in order for cleaning to be undertaken. | | <i>L</i> |
| | Waste disposal process in place for potentially contaminated waste. | Where a suspected COVID case has been | | Waste bags and containers - kept closed and stored separately from communal waste for 72 hours Use of swabs and dressing bin in medical area. Waste collections made when the minimum number of persons are on site (i.e. before normal opening hours). | | |
| | Staff toilets enclosed space with poor ventilation | Staff unable to keep 2 metres apart | | Entrance to staff toilet doors kept open. Staff enquire if anyone is in the toilet before entering. Signs on door stating to keep open. Hand dryers must not be used signs. 'Do not Use' signs displayed. | | |
| | Disabled toilets have no lid (faeces dispersal) | Plumber maybe needed to change seat due to where the fittings are | <i>M</i> | Toilets are used infrequently by designated staff or disabled users. Toilets are cleaned frequently | | <i>L</i> |
| | Process in place for safe removal and/or disposal of face masks. | Masks will not be worn by children. Masks will be worn by members of staff using public transport. Staff may choice to wear masks in areas of high congestion but not in the classroom or areas where | | Children are not encouraged to wear masks to school. Staff who use public transport will be responsible for storing washable masks, disposable masks must be placed in a sealed bag and placed in the catch it, bin it, kill it bin located in the staff members classroom. | | |

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| | | they need to communicate with children. | | Disposable masks are available in the medical area. A bin will also be made available. | | |
| Classrooms including outdoor spaces | Classrooms have been re/arranged to allow as much space between individuals as practical. | Our curriculum is based on the continued use of continuous Provision to allow for children to practise skills taught through independent learning | | <p>Staff share with children expectations of how many children are able to use shared spaces, both verbally and through labelling</p> <p>Due to the nature of our teaching, tables will not be front facing, children will be taught in small regular groups within their class bubble. Whole class teaching children will have designated carpet spaces and/or tables where children can be evenly spaced.</p> <p>Teaching where children will be in close proximity must not last for more than 10 minutes, e.g. talk partners, discussion</p> <p>Small group teaching at tables, consistent groups to be maintained.</p> <p>One to one teaching/individual reading in classroom, clear screens to be used.</p> <p>Non-essential furniture and furnishings have been removed.</p> | | |
| | Classroom entry and exit routes have been determined and appropriate signage in place. | | | <p>2 metre Markers to be sprayed at 2 metre intervals showing entrance to classrooms.</p> <p>Classrooms to use external doors to prevent usage of corridor.</p> <p>Signs indicating drop off points for children. Parents will drop off and collect children from class gate/outside entrance point. If a child is experiencing</p> | | |

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| | | | | difficulties in settling parent can support by entering outside area only. No parents are allowed access to the classrooms whilst children and staff are there. | | |
| | Appropriate resources are available within all classrooms e.g. IT, age specific resources. NB: sharing of equipment or stationery should be prevented where possible. Shared materials and surfaces should be cleaned and disinfected more frequently [source: protective measures guidance]. | | L | Packs created for each child to include pencils, glue stick, workbook, scissors etc. Nursery/Reception children can have dough and items to be named. Each child to have a named tray to store their own items in. Staff to have their own resources which are not shared. | | L |
| | Resources which are not easily washable or wipeable have been be removed or reduced | Soft toys and cushions in classrooms. Balance to ensure there are activities for children to engage in. | | Soft toys and cushions have been removed Storage space has been made available in the hall. Items boxed bagged up and labelled | | |
| | Information posters are displayed in every classroom, at the main entrance, places visible to those at the school gate, in the staffroom and in all toilets. | No COVID19 information posters currently in place. Limited reminders/ awareness for children. | | e-Bug posters displayed: <ul style="list-style-type: none"> • <u>Horrid hands</u> • <u>Super sneezes</u> • <u>Hand hygiene</u> • <u>Respiratory hygiene</u> • <u>Microbe mania</u> <u>Posters displayed in pinch point areas</u> <u>Posters simplified for EYFS</u> | | |

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| | Shared resources between classes, year groups or KS | Shared outdoor spaces and equipment, shared topic items, PE equipment and art equipment | M | <p>Classroom based resources, such as books and games, can be used and shared within the class bubble; these should be cleaned regularly, along with all frequently touched surfaces. Children can be encouraged to participate in the cleaning of designated areas.</p> <p>Playground – outside play areas will be separated in to 3 year group playgrounds. These in turn will either be separated into designated apparatus and/or equipment for classes to rotate weekly – see outside area timetable. Equipment will be cleaned at the end of week in preparation for the next class bubble.</p> <p>PE and use of equipment – the hall will be used for one year group throughout one day. Classes will either use separate equipment for teaching e.g. class1-gym, class 2 – games, class 3 –dance, equipment used will be cleaned meticulously by member of cleaning team at the end of the school day or if classes are teaching same activity using same equipment, equipment must be washed between each class by classroom staff.</p> <p>Topic resources – items can be lent out from topic library - curators gloves to be used by adults and children when</p> | L |
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| | | | | <p>touching items to create a museum precious item quality.</p> <p>Gloves to be worn by single person then placed in wash tub – gloves will be washed at 60 degrees.</p> <p>Where it is not appropriate to use gloves e.g. dress up items etc or gloves are not available these will need to be left for 48hrs or 72hrs if plastic before next bubble uses. See signing out book.</p> <p>Art equipment will need to be signed out of the art studio and washed on return or left to quarantine for 48/72 hrs as above</p> | | |
| Staffing | <p>Staffing numbers required for entire eligible cohort have been determined including support staff such as facilities, IT, midday and office/admin staff.</p> <p>Including at least one of the following:</p> <ul style="list-style-type: none"> • Paediatric First aider (where children under 3yrs) • Designated Safeguarding Lead (DSL) • SENCO | <p>All staff return to pre COVID contracts.</p> <p>Staff members who have been on shielded list need to main social distancing</p> <p>Staff asked to self-isolate</p> <p>Staff sickness non-covid related.</p> | <i>M</i> | <p>6 members of staff hold Paediatric First Aid Certificates</p> <p>1 DSL and 3 DSL deputies</p> | | <i>L</i> |

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| | <ul style="list-style-type: none"> • Caretaker/site member • Office staff member | | | | | |
| | Approach to staff absence reporting and recording in place. All staff aware. | | | <p>Intervention and SEN support staff may need to be deployed to areas which are short staffed this will be for the shortest period of time and bubbles will be considered and protected.</p> <p>Supply cover sort if teaching staff absent for longer than 3 days.</p> | | |
| | Risk assessments in place for those staff who were previously working from home due to shielding, (clinically vulnerable and/or living with someone in these groups), and appropriate arrangements for mitigating risk are identified. | | H | <p>Job roles maybe adapted to ensure social distancing for extremely vulnerable members of staff – personal risk assessment in place</p> <p>Risk Assessments completed by staff and HT</p> | | L |
| | Plans to respond to increased sickness levels are in place. Cover arrangements determined (including leaders and safeguarding designated leads) – on a | | | <p>Follow Essex guidance.</p> <p>See above for DSL and First Aid</p> <p>Supply cover sort for teaching staff if cover is in access of 3 days otherwise LSAs cover class with additional support from SEN staff when and if needed.</p> | | |

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| | weekly rather than daily basis to minimise contacts. | | | | | |
| | Consideration given to staff clothing expectations and information shared with staff. | | | It is no longer a requirement for children or staff to wear clean clothes each day. Tabards will be made available for staff to wear, these will be washed daily at a 60 degree wash | | |
| | Approaches for meetings and staff training in place. | | | Regular staff Zoom meetings open to all staff. Monday 4:15pm. Smaller year group meetings can take place in classes after school at a physical distance and in negotiation with cleaning team. | | |
| | Staffing roles and responsibilities with regards to the contingency of remote provision alongside in-school provision agreed and communicated. | Teaching staff will be involved in full-time teaching staff workload needs to be considered. | M | <p>Year group teachers will begin to create on-line provision alongside weekly teaching this is shared between year group team. Different teachers designated different responsibilities.</p> <p>Cover for teachers can be organised to reduce workload if and when needed. PE teacher may be used on a Thursday to provide additional cover</p> <p>Tier 4 would create whole school closure where the school only remains open for children of critical workers and vulnerable children. Teachers would work 2 days in school and three days remote provision.</p> <p>Where a class is asked to self-isolate the teacher will provide remote provision for class unless incapacitated and this would</p> | | L |

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| | | | | <p>be facilitated by year group leads. Cover would be arranged.</p> <p>All staff need to ensure that their own children are registered at their schools as children of critical workers</p> | | |
| | <p>Consideration given to the options for redeployment of staff to support the effective working of the school.</p> <p>If redeployment is taking place staff are aware of controls and processes in respect of tasks they are unfamiliar with.</p> | <p>LSA s may be required to lead some groups as not enough teachers on site to cover numbers.</p> | | <p>See above for LSAs covering teachers</p> <p>Intervention staff/SEN LSAs being used in classrooms</p> | | |
| | <p>Staff who implement a range of interventions across bubbles</p> | <p>Groups include mixed classes or year groups as groups set to abilities and needs of children</p> | | <p>Timetabling of which children for how long and what level of close proximity</p> <p>direct close contacts - face to face contact for any length of time, within 1 metre or unprotected physical contact (skin-to-skin) – screens to be used during one-one face to face sessions</p> <p>proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) – group work to be less than 15 minutes long, children from different classes to sit apart from each other. Adult delivering intervention to maintain 2 metre distance where possible.</p> | | |

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| | <p>Approach to support wellbeing, mental health and resilience in place, including bereavement support</p> <p>How staff are supported to follow this within their own situations and that of pupils and colleagues is clear.</p> | | | <p>Staff are aware of available support and advice for schools and pupils available from ECC, including the Educational Psychology service https://schools.essex.gov.uk/admin/COVID-19/Pages/default.aspx Signpost to sites offering support for wellbeing on school website</p> <p>The Bereavement Policy has been reviewed to ensure it reflects current circumstances and arrangements</p> <p>Thrive practitioner available to offer advice TTP training Staffroom has been extended to incorporate a quiet garden where staff can sit and have lunch/break Additional staffroom created</p> | | |
| | <p>Arrangements for accessing testing, if and when necessary, are in place. Staff are clear on returning to work guidance.</p> <p>Process in place for use of the limited number of self-testing kits.</p> | | | <p>https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</p> <p>see suspected covid-19 case guidance</p> <p>self-testing kits only to be distributed to parents who cannot access test kits themselves – record to be kept.</p> | | |
| | <p>The approach for inducting new starters has been reviewed and updated in line with current situation.</p> | <p>New starters cannot be shown round the school, stay and plays cannot be held or meet the teachers</p> | | <p>Virtual tour of the school, video meet and greets. To be reviewed in line with current HR guidance at time of induction in accordance with the recruitment process.</p> | | |

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| | Return to school procedures are clear for all staff. | Most staff have been in supporting critical worker children | | Staff who are newly returning have access to planning documents, contact with head and SLT prior to starting back. All staff receive newsletter and communication regarding school plans from HT and SLT Risk Assessment completed and discussed with HT where and if needed. | | |
| | Any staff contracts that need to be issued, extended or amended considering the current situation have been. | | | Will be actioned by SBM | | |
| | Any HR processes that were in-train prior to or put on hold due to the COVID19 emergency, have been appropriately resolved. | | | | | |
| | <p>Arrangements in place for any visitors/ contractors on site, protocols and expectations shared.</p> <p>NB: Their employer may require them to wear PPE. This should be documented as part of the risk assessment carried out by the Contractor.</p> | | | <p>Register of all visitors</p> <p>Check with the contractor any requirements their employer has specified before visit. Share school protocols.</p> <p>Risk assessments are requested from contractor and social distancing measures implemented.</p> <p>If requiring the toilet guide to outside toilet between two schools. Site manager to check on cleanliness and maintenance.</p> | | |

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| | Arrangements in place for any externally employed adults delivering learning in school e.g. sports coaches, music tutors, forest school leaders. Protocols and expectations shared. | | | Colchester football, fencing and dance will be reviewed during the first half term | | |
| | | | | Share amended procedures, obtain their assessments outlining controls, e.g. only offering limited activities which maintain distancing, all equipment stringently cleaned. | | |
| Group Sizes | All children are included in distinct groups/ 'bubbles' that do not mix and the number of children in each bubble is as small as possible. | <p>Rainbow suite toilet block shared by two classes</p> <p>Need to teach phonics across the year group to meet children's needs</p> <p>Use of hall to provide a hot mid-day meal.</p> | M | <p>Bubbles for the majority of the day will be set as a class bubble. For short periods of time to ensure continuation of effective learning children from different classes within a year group will be placed in an intervention/phonics bubble.</p> <p>Lunch-times to enable all children to eat lunch in the hall the hall will be used for a year group bubble where children sit and stay at a class table. Trays will be delivered to them by MDAs</p> | L | 01/08/20 |
| | Staffing allocations to groups determined, minimising contact with multiple groups as much as possible. | <p>Intervention staff</p> <p>LSA cover</p> | | <p>Intervention staff will work with children in the same year group during a day. Children from different classes will be spaced apart adults will maintain 2 metre distance where possible or visors or protective screens can be used. Areas will be cleaned between use.</p> <p>One member of staff is used to cover LSAs on reduced contract or assigned to intervention activities. LSA will maintain</p> | | |

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| | | | | 2 metre distance where possible or wear a visor or use protective screen. | | |
| Transport | | | | Families using public transport should refer to the safer travel guidance for passengers . | | |
| Social Distancing | <p>Arrangements for social distancing in place to consider:</p> <ul style="list-style-type: none"> Staggered school drop off/pick up times and locations (if possible) without reducing teaching time Staggered or limited amounts of moving around the school/ corridors Classroom design Break and lunch times are staggered. Plans for social distancing during these times in place, such as when queuing for lunches Toilet arrangements | | | <p>Staggered drop off and pick up times in place, all parents have been informed. 10 children arrive in class at a designated time to allow for staff to manage hand washing.</p> <p>Each class has its own entrance and collection points.</p> <p>Parents will be told to enter and exit at gate 1 or 2.</p> <p>Signs displayed by gates</p> <p>SLT on gates at possible bottle neck times.</p> <p>Staggered lunch-times and break times in place. Children and staff exit classes by external doors so corridors usage is limited. Classes have designated entry point into hall and children sit at table. Their meal will be brought to them by MDAs. Senior MDA will organise class arrival times through use of walkie talkie and reference to timetable.</p> <p>Break-time and lunch time timetable in place.</p> <p>Children will use toilets assigned to class where possible. Toilets in hall will be designated to year groups. Sinks will be</p> | | |

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| | | | | <p>washed between classes entering the hall by available MDA.</p> <p>Tables will be cleaned between each year group sitting</p> <p>Toilets – children will be encouraged to use the toilets before going to the hall.</p> <p>Toilets cleaned after lunch.</p> <p>Toilets in classroom in rainbow suite will be marked/taped off, so each bubble has a designated toilet. Children will be taught not to use the other toilet</p> | | |
| | Approach to avoiding children/parents entering school congregating and breaching social distancing is in place. | | | <p>Staggered entry in place parents are asked to leave premises as soon as possible and encouraged not to congregate at the school gate or in playground areas.</p> <p>Children are accompanied by parents and will go straight into their class wash their hands and sit at their designated space. Parents will not come in to the building.</p> | | |
| | Approach to potential breaches of social distancing in place, including in the case of repeat or deliberate breaches. | | | <p>Handwashing and cleaning (if needed)</p> <p>Conversations with parents</p> <p>Risks assessments and individualised approach in place for students who might struggle to follow expectations</p> | | |
| | Approach to assemblies – if still occurring, plan in place to manage social distancing. | Currently assemblies are cancelled. Bringing all children together for | | <p>Assemblies will be pre-recorded and available for teachers to watch with their class through tapestry or school on server</p> | | |

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| | | assembly would breach the bubble arrangements. | | | | |
| | Social distancing plans communicated with parents, including approach to breaches. | | | Signs clearly stating social distancing expectations Reiterated in newsletters conversations with parents | | |
| | Arrangements in place for the use of the playground, including equipment. | | | See classroom and outside space section above. | | |
| Catering | Arrangements in place to provide food to CYP on site, including the requirement of universal free school meals. | | | Liaise with Juniors' catering team to provide hot meals for children. | 01/09/20 | |
| | Arrangements in place to provide food to CYP on site, including the requirement of universal free school meals. | | M | <p>Junior school catering team will provide meals for children.</p> <p>Servery staff will continue to wear PPE as pre COVID-19 visors will be available to be worn when staff cannot remain 2 metres apart, correct use, storage and hygiene routines in place</p> <p>MDAs and staff remaining in hall with year group bubble during lunch-time will be supplied with visors.</p> | | L |
| | Arrangements for when and where each group will take lunch (and snack time if necessary) are in place so | | | 3 lunch sittings in place for each year group bubble, see timetable. Classes will enter the hall from different entrances, | | |

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| | that children do not mix with children from other groups. | | | children will remain seated for the half an hour sitting. For children who finish early mindful colouring in will be available at their seat. Felt tips will only be used by their class bubble. | | |
| | Summer Holiday Food vouchers for eligible CYP ordered. | | | SBM has ordered and supplied | | |
| | Servery staff working arrangements | Staff work in close proximity when serving food | | Where social distancing of 2 metres cannot be implemented consider whether further mitigation measures such as redesigning the task or adding physical barriers can be considered. If not, PPE or face coverings are recommended in some areas to mitigate the risk of COVID-19 transmission, where this is compatible with food hygiene. Servery staff do not come in contact with children and work within a lunch-time support bubble. | | |
| | FSM provision for self-isolating pupils | | | | | |
| PPE | PPE requirements understood and appropriate supplies in place. Long term approach to obtaining adequate PPE supplies in place. | | | Where necessary, wear appropriate personal protective equipment (PPE) The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including: | | |

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| | | | | <p>where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained</p> <p>where a child or young person already has routine intimate care needs that involve the use of PPE, in which case the same PPE should continue to be used</p> <p>Read the guidance on safe working in education, childcare and children's social care.</p> <p>Tabards, gloves, plastic aprons, visors, masks distributed to classes.</p> <p>Tabards and washable masks if used will be washed at the end of each day at 60 degrees C.</p> <p>Correct use of PPE shared with all staff.</p> <p>Able to source long term from Essex Supplies and Adler Business Systems</p> | | |
| | Face coverings | | | <p>In primary schools where social distancing is not possible in areas outside of classrooms between members of staff or visitors, for example in staffrooms, headteachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances.</p> <p>Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face</p> | | |

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| | | | | coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings would have a negative impact on teaching and their use in the classroom should be avoided. Parents and visitors are requested to wear face masks whilst on school premises. | | |
| Response to suspected/ confirmed case of COVID19 in school | <p>Approach to confirmed COVID19 cases in place: during school day</p> <ul style="list-style-type: none"> • Which staff member/s should be informed/ take action • Area established to be used if an individual is displaying symptoms during the school day and needs to be isolated • Cleaning procedure in place • Arrangements for informing parent community in place | <p>Medical area currently positioned off a corridor with potential for high volume of traffic, no door or ventilation</p> | | <p>Medical area</p> <p>Restrict movement around medical area. This area will only be accessed by pupils to access hall for PE and lunch.</p> <p>Flexible transparent door screen can be used to close area if needed.</p> <p>Member of staff wearing suitable PPE will remain with child until collected. Ensuring 2 metre distance is maintained with others</p> <p>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell.</p> <p>The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people. See the <u>COVID-19: cleaning of non-healthcare settings guidance</u>.</p> <p>Class teacher/LSA uses walkie talkie to contact office staff.</p> | | |

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| | | | | <p>Available member of office staff wearing PPE will collect child from class and escort to sick bay area and remain with child if need be.</p> <p>Office will ring parents for immediate collection. On collection parents will be requested to seek a COVID-19 test for their child if over 5 and inform the school immediately of the result. Child will self-isolate for 10</p> <p>days if they cannot be tested.</p> <p>On collection area will be cleaned thoroughly.</p> <p>Classroom will be cleaned thoroughly as normal.</p> <p>Staff will follow cleaning guidance.</p> <p>Parents of children in the same 'learning bubble will be informed.</p> <p>See flow chart</p> | | |
| | <p>Approach to confirmed COVID19 cases in place: outside of school hours</p> <ul style="list-style-type: none"> • Approach to relocating CYP away from certain parts of the school to clean, if possible • Cleaning procedure in place • Arrangements for informing parent community in place | | | <p>School will follow Essex guidance and contact</p> <p>PHE East of England HPT</p> <p>Public Health England</p> <p>Second Floor</p> <p>Goodman House</p> <p>Station Approach</p> <p>Harlow</p> <p>Essex</p> <p>CM20 2ET</p> <p>Email EastofEnglandHPT@phe.gov.uk; phe.EoEHPT@nhs.net</p> <p>Telephone 0300 303 8537</p> | | |

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| | | | | The classroom including outside areas will be deep cleaned. See flow chart responding to COVID-19 case. | | |
| | Process in place to engage with the Test and Trace and contract tracing process. <i>Refer to ECC and public health guidance for more information.</i> | | | Follow ECC guidance | | |
| | Contain an outbreak | | | Contain any outbreak by following local health protection team advice If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak and must continue to work with their local health protection team who will be able to advise if additional action is required. | | |
| | <i>cleaning</i> | | | All surfaces that the symptomatic person has come into contact with should be cleaned and disinfected, including all potentially contaminated and frequently touched areas such as bathrooms, door handles, telephones, grab rails in corridors and stairwells | | |

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| | | | | Use disposable cloths or paper roll and disposable mop heads, to clean all hard surfaces, floors, chairs, door handles and sanitary fittings – think one site, one wipe, in one direction. | | |
| Pupil Re-orientation <i>back into school after a period of closure/ being at home</i> | Approach and expectations around school uniform determined and communicated with parents. | | | Children are expected to be in full school uniform as the recommendations no longer state clean clothes daily. | | |
| | Changes to the school day/timetables shared with parents. | | | Staggered start and end times shared with parents. List given to classes and office so these times can be maintained. | | |
| | Water fountain cleaning arrangements in place. | | | Children have not been asked to bring in drinks bottles to minimize items being brought in from home. Cups and jugs will be cleaned with warm soapy water and stored before using again. Frequent drink breaks throughout the day will be offered. Water fountains will not be used. | | |
| | <p>Approach to preparing pupils for a return to academic work and new social situations is developed and shared by all teaching staff.</p> <p>This includes bringing together pupils who have remained in school during closure and those at home</p> | | | <p>During the first few weeks of school emotional support and welcoming children back to a different school will be priority. Baseline assessments will be put in place to ascertain children's starting points.</p> <p>Ensuring all children are familiar with hygiene routines</p> | | |

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| | and celebrating non-academic achievements of pupils whilst at home/ during school closure. | | | <p>Washing hands regularly, including when they arrive at school, when they return from breaks, when they come in from outside play and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future.</p> <p>Ensure supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly.</p> <p>building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them.</p> <p>Daily assemblies will continue to be uploaded on tapestry or shared on school on server this will be viewed in classes or will be accessible to children who may need to self-isolate. Friday achievement assemblies will share the achievements of those accessing the school and those engaged in home learning.</p> | | |
| | Approach to supporting wellbeing, mental health and resilience, including bereavement support is in place. | | | <p>Bereavement policy is uploaded on our website all staff are familiar with this. Thrive practitioner is available to support staff in supporting children within their learning group.</p> <p>Essex guidance will be followed.</p> | | |

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| | | | | Initial curriculum will have wellbeing and mental health as a key focus before further learning is pursued. | | |
| | Consideration of the impact of COVID19 on families and whether any additional support may be required: <ul style="list-style-type: none"> Financial Increased FSM eligibility Referrals to social care and other support PPG/ vulnerable groups | | | Staff to use CPOMs to record any concerns or conversations with parents. Head teacher available at the beginning and end of the day for chats with parents. Families who are already known as at risk or vulnerable to be supported Parents directed towards wider agencies to offer support | | |
| Remote Education Contingency Plan | All students have access to technology and remote learning offer is available to be switched on as a contingency when needed. | Bubble needs to self-isolate because of a positive case of COVID19. | | To be actioned : Remote learning contingency available and ready to be 'switched-on' when needed. Teachers will build a bank of remote learning resources and use other sources from DFE list. | | |
| | | | | Questionnaire to parents about remote learning, access to technology and preferred modes of supporting their children, communicating with teacher. | | |
| | | | | KS1 Teachers collate a class list of children who previously didn't access online learning during Lockdown. | | |
| | | | | To be developed during the autumn term. | | |

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| Transition into new year group What will need to be different this year because of COVID19? | Online/ website support for families and young people around transition. | | | Communication through website and Tapestry | | |
| | Plan for transitions between school years taking into account what needs to be different due to partial opening, remote and face to face: <ul style="list-style-type: none"> • EY to Primary • Primary to Secondary • Vulnerable children • Children with SEND • Physical and sensory needs, including adaptations, equipment etc (lead in times) • Post 16 • School Leavers | | | Welcome packs created Video tour on website Welcome video from new class teacher including story time SENCO involved with dialogue with parents and previous settings. EYFS lead dialogue with previous settings. Transition events organised at end of term | | |
| Safeguarding | Consideration given to any CYP who may need support with their return to school and consultation has been undertaken with the family and other agencies involved. | CYP previously deemed to be safer at home and family are anxious about returning to school. | M | Review the CYP's risk assessment to identify any support or arrangements needed for their return to school. | L | |
| | Staff are prepared for supporting wellbeing of | | | Staff are prepared for supporting wellbeing of pupils and receiving any potential disclosures. | | |

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| | pupils and receiving any potential disclosures. | | | Staff refresher training session on processes and procedures and the revised wellbeing material. Safeguarding training provided and updated by The Key –available to all staff. | | |
| | Updated Child Protection Policy in place. | | | Adopted most recent Child Protection Policy | | |
| | Where appropriate, work with other agencies, such as social care, has been undertaken to support vulnerable CYP to return to school. | | | Continue to support families and work with other agencies. | | |
| | Where physical contact is required in the context of managing behaviour, ensure appropriate hygiene measures are in place to mitigate any risk of transmission. | | | Our Positive Behaviour Management Policy continues to be applied Review individual consistent management plans to ensure they include protective measures. | | |
| Curriculum / learning environment | Current learning plans, revised expectations and required adjustments have been considered. | | | Curriculum Focus on reading, phonics, PSHE and good learning behaviours Where children need intense catch up other subjects can be suspended in dialogue with parents – government guidance EYFS focus on Prime Areas reception includes language early reading and maths | | |

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| | | | | Singing – smaller groups do not encourage raised voices reduce length of time, larger groups sing outside face to face 2 metres apart position pupils back to back or side to side. | | |
| | <p>Consideration has been given to what activity is more difficult/ not possible to be undertaken with social distancing in place?</p> <p>Each activity should be risk assessed and should not be run unless the risks can be mitigated</p> <ul style="list-style-type: none"> • PE – including no contact sport • Practical science lessons • DT/ FT | | | <p>Curriculum to be redeveloped over time</p> <p>See above classrooms and other areas</p> <p>PE cleaning between groups, ventilated room or outdoors</p> | | |
| | <p>Whole school approach to adapting curriculum (S/M/L term), including:</p> <ul style="list-style-type: none"> • Wellbeing curriculum • recognising 'non-curriculum' learning that has been done | | | <p>staff are trained and supported in front of classroom delivery style and aware of how best to provide students with additional support.</p> | | |

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| | <ul style="list-style-type: none"> capturing pupil achievements/ outcomes utilising the DFE 'catch-up' funding and programmes | | | | | |
| | Student behaviour policy reviewed and reflects the current circumstances. | | | Positive Behaviour Policy to be updated | | |
| | Library area | Children frequently and independently would change book banded books. Risk of cross contamination | M/H | <p>Children must wash their hands/sanitize before and after changing a book from a communal area. Year 1 children will use book banded books from the year 1 corridor only. Year 2 will locate book banded books from the library. Children must be accompanied by a member of staff. Reception use classroom based books.</p> <p>Reference books</p> <p>Teachers use walkie talkie to check availability of library to ensure that another bubble is not visiting. Alternatively book request sheet to be filled out and left with the librarian (temporary position) library opening times. E.g. for topic work and research purposes.</p> | | |

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| | Additional learning areas | Sunshine Room, Art Studio, Butterfly Room, Rainbow Room | | Small groups of children will access these areas with members of SEN all rooms except Sunshine room to be cleaned after use by SEN team, surfaces wiped down. Low use areas. All rooms will be cleaned by cleaning staff at the end of the day | | |
| CYP with SEND | Approach to provision of the elements of the EHCP including health/therapies in place. | | | Follow Essex guidance | | |
| | Annual reviews. | | | Held via zoom or phone or in larger teaching area room or Sunshine room if available. So social distancing can be adhered. | | |
| | Requests for assessment considered. | | | | | |
| | Consider any CYP who may need support with their return to school and consult with the family and other agencies involved. <i>Including any support required for CYP to understand new rules i.e. social distancing.</i> | | | Dialogue with parents, SENCO, class teacher | | |
| Attendance | Approach to promoting and supporting attendance for all-pupils determined, including those who may be anxious. | | | Attendance monitored, dialogue with parents, range of strategies implemented to support child. Advice sort from Essex Attendance. Possibility of staggered and staged attendance | | |

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| | Approach to support for parents where rates of persistent absence were high before closure. | | | Dialogue with parents, home (social distanced) visit to encourage participation involvement of Essex Attendance. Possibility of staggered and staged attendance | | |
| Communication | Information shared with staff around the full opening plan, returning to site, amendments to usual working patterns/practices and groups. | | | Zoom meetings, weekly newsletters risk assessment and plan shared with all staff. Checklists created. | | |
| | Governors consulted on full opening plans. | | | Emailed out governors, governor zoom meetings | | |
| | Union representatives consulted on full opening plans. | | | As above and risk assessment available on website | | |
| | Risk Assessment published on website, where more than 50 staff. | | | | | |
| | Communications with parents on the: <ul style="list-style-type: none"> • Plan for full opening • Social distancing plan • Wellbeing/ pastoral support/ support and acknowledgement | | | Returning to school pack created. Information published on website including risk assessment. Frequent newsletters published on website | | |

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| | <p>to parents of home learning</p> <ul style="list-style-type: none"> • Attendance • Uniform • Transport • Behaviour • Test and trace • Staggered start and end times • Expectations when in school and at home (if self-isolating is necessary) | | | | | |
| | <p>Pupil communications around:</p> <ul style="list-style-type: none"> • Changes to timetable • Social distancing arrangements • Staggered start times • Expectations when in school and at home (if self-isolating is necessary) • Travelling to and from school safely | | | <p>Teachers explain changes to school routine to children.</p> <p>Social stories used if and when needed</p> | | |
| | <p>On-going regular communication plans determined to ensure</p> | | | <p>Letters, website updates, social media</p> | | |

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| | parents are kept well-informed | | | | | |
| Governors/ Governance | Meetings and decisions that need to be taken are prioritised. | | | Virtual governing body meetings using zoom and emailing out any changes. | | |
| | Governors are clear on their role in the planning and full opening of the school, including support to leaders. Approach to communication between Leaders and governors is clear and understood. | | | Scheduled governors meetings, governors contact SLT via phone, email, zoom. Re-opening strategies discussed and agreed, Clerk sending governor information. Staff are fully supported by governing body. | | |
| | Governors prepared for start of school year (clerking, etc). | | | Regular governors meetings implemented initially via zoom. | | |
| School events, including trips | The school's annual calendar of events has been reviewed and decisions made on cancelling or going ahead with events in the immediate term, including school trips. | | | School trips and visiting theatres/artist cancelled or postponed. | | |
| Finance | Additional costs incurred due to COVID19 are understood and clearly documented. | | | SBM as time progresses costs could incur | | |

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| | Claims submitted for reimbursement for example, increased premises related costs; additional cleaning; support for FSM | | | FSM voucher scheme paid by DFE Premises costs budgeted Resources purchased have been covered by the reduction in catering costs. Unable to claim reimbursement due to school reserve. Additional costs to be continually monitored | | |
| | Any loss of income understood, including the impact of lettings and the financial implications of possibly not restarting. | | | | | |
| | Insurance claims, including visits/trips booked previously. | | | None | | |
| | Reintroduction or re-contracting services, such as: <ul style="list-style-type: none"> • Cleaning • IT support • Catering | | | arranged | | |
| | Consideration given to any support that may be brokered through working together, for example, partnerships, trusts etc. | | | | | |
| Before and after school clubs | Approach in place for before/after school clubs implements the necessary protective measures. | | | Before and after school club has shared risk assessment and negotiated staggered drop of time for children in care. Children will remain in school | | |

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| | | | | bubbles separate from children from other schools. Children will be collected and dropped off at same time to support our staggered timings. | | |
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Vulnerable staff

Staff who are clinically extremely vulnerable

Rates of community transmission of coronavirus (COVID-19) are now reduced to levels below those seen when shielding was introduced. Shielding measures were paused from the 1 August 2020, with the exception of areas where local lockdown means that shielding will continue. Therefore, we advise that those who are clinically extremely vulnerable can return to school in the autumn term provided their school has implemented the system of controls outlined in this document, in line with the school's own workplace risk assessment. In all respects, the clinically extremely vulnerable should now follow the same guidance as the clinically vulnerable population, taking particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home or workspace.

Staff who are clinically vulnerable

Clinically vulnerable staff can return to school in the autumn term. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission.

This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in section 6 of the 'prevention' section of this guidance. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children/adolescents.

People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.

First aid courses <https://www.firstaidforfree.com/free-first-aid-course/>

Staff mental health support <https://www.educationsupport.org.uk/>

Supply teachers and other temporary or peripatetic teachers

Schools can continue to engage supply teachers and other supply staff during this period. We recommend that schools consider using DfE's and [Crown Commercial Service's agency supply deal](#) when hiring agency workers, as this offers a list of preferred suppliers that must be transparent about the rates they charge.