

## **COVID19: Full Opening Risk Assessment 8<sup>th</sup> March 2021**

**SCHOOL NAME: Fawbert and Barnard's Primary School**

**OWNER: Sue Spearman**

**This risk assessment was originally written with part opening in place, from 8<sup>th</sup> July it is being written for full opening from September.**

**DATE: 18/05/20 updated, 19/5/20, 20/5/20, 21/5/20, 25/5/20, 29/5/20, 2/6/20, 5/6/20, 10/6/20, 16/6/20**

**Updates 26/6 Full update 8/7/2020, 23/7/20, 30/9/20**

**Lockdown update 3/11/20, 17/11/20**

**Restricted Attendance updated 3/1/21, 12/01/21, 20/1/21**

**Full Opening 8/3/21**

**LGB signed off the RA on 21/5/2020, V7 signed off 14/10/20, V12**

**Trustees signed off the RA on 27/5/2020, full opening signed 2/9/2020**

### **Purpose of this document:**

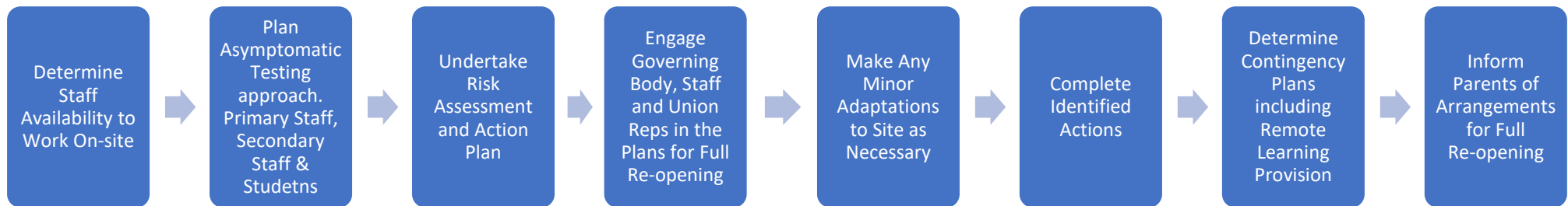
This COVID19: Risk Assessment and Action Plan document sets out the decisions taken and measures put in place to respond to restricted attendance at the school during the latest national lockdown period (from January 2021) and ensure the school continues to operate in a safe way.

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 (Jan '21) – to cover lockdown
- CYP Response Plan (Jan '21)
- DFE Guidance relating to COVID19
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
- The Health Protection (Notification) Regulations 2010
- Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'
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- "This is a dynamic risk assessment, to be updated as new information becomes available. Alterations to this document will be recorded with version numbers, (V 1:00) and dated. Each version will be stored, giving a demonstrable paper trail.
- It is the responsibility of the Headteacher or persons deputising to update the dynamic risk assessment. The health and safety governor will scrutinise this process.
- The risk assessment is not able to assess the risk posed by the virus itself or the level of infected persons in the community, it relies on advice from government, both central and local, to take this risk into account in their advice to schools.
- It is the responsibility of the Headteacher to reduce the risk if there are an unreasonable number in the medium and high category. Action may include reducing pupil numbers and or closing the school "

**Steps of Re-opening Preparation:**



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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 |
|---|---|--|-----------------------|--|--|------------------------|
| <b>Engagement in risk assessment and planning</b> | Risk assessment process fully engages staff, governing body and union representatives | Staff and Governors are unaware of the opening of school | M                     | Share risk assessment with trustees, governors and all staff and union reps.<br>Invite comments and questions from all | <b>5/9/20</b><br><b>Govs – 24/9/20</b><br><b>Updates shared 4/1/21</b> | L                      |

|   |  |   |   |  |   |   |
|---|--|---|---|--|---|---|
| <b>Preparing Buildings and Facilities</b> | <p>Premises and utilities have been health and safety checked and building is compliant.</p> <ul style="list-style-type: none"> <li>• Water treatments</li> <li>• Fire alarm testing</li> <li>• Repairs</li> <li>• Grass cutting</li> <li>• PAT testing</li> <li>• Fridges and freezers</li> <li>• Boiler/ heating servicing</li> <li>• Internet services</li> <li>• Any other statutory inspections</li> <li>• Insurance covers reopening arrangements</li> </ul> | <p><i>Site manager could go off sick</i></p> <p><i>Fire Practice needed this term</i></p> <p><i>Regular water checks to take place</i></p> <p><i>Legionella test</i></p> <p><i>Deep clean of kitchen</i></p> <p><i>Emergency lighting testing</i></p> <p><i>Site risk assessments and regular checks on equipment have not taken place?</i></p> | <p><i>H</i></p> <p><i>M</i></p> <p><i>M</i></p> <p><i>M</i></p> <p><i>M</i></p> <p><i>M</i></p> <p><i>H</i></p> <p><i>H</i></p> | <p><i>HT / SLT carrying out duties</i><br/><i>Source alternative suitably trained person if long term</i></p> <p><i>Carry out fire test</i></p> <p><i>Regular water checks</i></p> <p><i>Catering Manager to deep clean kitchen</i></p> <p><i>Emergency Lights tested in every room</i></p> <p><i>Risk assessments are all up to date and include COVID 19 strategies</i><br/><i>All equipment meets H &amp; S standards</i></p> | <p><i>22/5/20</i></p> <p><i>ongoing</i></p> <p><i>26/05/20</i></p> <p><i>03/09/20</i></p> <p><i>ongoing</i></p> <p><i>ongoing</i></p> | <p><i>L</i></p> <p><i>L</i></p> <p><i>L</i></p> <p><i>L</i></p> <p><i>L</i></p> <p><i>L</i></p> <p><i>L</i></p> |
|   | <p>Office spaces re-designed to allow office-based staff to work safely.</p>   | <p><i>Too many office staff in space to allow social distancing</i></p>   | <p><i>M</i></p>   | <p><i>Signage in place to remind staff of limits of capacity per room.</i></p> <p><i>Where site visit is needed, social</i></p>  | <p><i>20/05/20</i></p>  | <p><i>L</i></p>   |

|  |  |   |          |   |   |                          |
|--|--|---|----------|---|---|--------------------------|
|  |  | <i>Open to close proximity to parents/ guardians</i>  | <i>H</i> | <i>distancing to be maintained</i><br><br><i>Tape to mark where staff can stand to keep office staff safe</i><br><br><i>Screens ordered for SBM and OM desks and screen for receptionist</i><br><br><i>Wall mounted hand sanitiser unit ordered for office, for visitors – contractors to use</i><br><br><i>Only one member of staff working in office each day, use of upstairs office and home working.</i> | <i>Ongoing</i><br><br><i>30/9/20</i><br><br><i>30/9/20</i><br><br><i>4/1/21</i> | <i>L</i><br><br><i>L</i> |
|  | Impact of tier 4 and remote learning as school closure announced on 30/12/2020 | <i>Social distance not being maintained considering the high risk spread of different variant of Covid-19</i> |          |   |   |                          |
|  | Ventilation to help reduce the risk of transferring the virus                  | <i>How will we ventilate the rooms?</i>   | <i>H</i> | <i>Doors and windows will remain open during the school day – weather permitting. When needed one door will be closed but other that have multiple bubble use remain open. EG. Y3 exterior door open Tuesday for drumming teacher, Thursday for counsellor but classroom door can</i>   | <i>30/9/20</i>  | <i>L</i>                 |

|  |  |  |          |  |                |          |
|--|--|--|----------|--|----------------|----------|
|  |  | <p><i>Are working conditions meeting statutory regulations</i></p> <p><i>How will children keep warm</i></p> |          | <p><i>remain closed.</i><br/> <i>Windows to stay open a small amount but use upper opening rather than lower if applicable.</i><br/> <i>Ventilate fully when children are not in the room E.G., break, lunch</i></p> <p><i>3/11/20</i></p> <p><i>Main school door to be open 7:30 – 9:00 when it is busy, closed after this.</i></p> <p><i>Thermometers will be purchased for classrooms to ensure working conditions meet requirements.</i></p> <p><i>17/11/20</i></p> <p><i>Parents have been informed that children can wear extra cardigans and jumpers over their existing uniform</i><br/> <i>Staff can also wear extra over their professional clothes</i></p> <p><i>10/11/20</i></p> |                | <i>M</i> |
|  | <p>Entry and exit routes to the school are in place, any physical changes and/or signage required to allow social distancing are in place.</p> | <p><i>Bottlenecks likely at entrance to school and public footpath.</i></p>                                  | <i>M</i> | <p><i>One- way system in place to enter and exit the school. Signage in place.</i></p>   | <i>31/5/20</i> | <i>L</i> |

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|  | Impact of tier 4 and remote learning as school closure announced on 30/12/2020 | <i>Social distancing unlikely to be maintained in these areas.</i>    | M | <i>Limit parents on main playground to kiss and go.</i>  | 02/06/20            | L |
|  |  | <i>Public footpath is crowded.</i>                                    | M | <i>Field gate opened to decrease congestion on public footpath. One-way system in place on footpath but unable to enforce this</i> | 16/6/20<br>17/10/20 | L |
|  |  | <i>Small corridors in main building preventing social distancing.</i> | M | <i>Staggered opening times – extended to 30 minutes at end of day</i>  |                     | L |
|  |  |   |   | <i>One-way system to walk around the main building of the school.</i>  | 20/5/20             |   |
|  |  |   |   | <i>Signage in place to remind staff and pupils.</i>  | 4/9/20              |   |
|  |  |   |   | <i>Signage in place for where parents should stand on footpath.</i>  | 20/5/20             |   |
|  |  |   |   | <i>Markers on the floor to help social distancing for adults</i>   | 20/5/20             |   |
|  |  | <i>Easy spread of disease</i>   |   | <i>Limits to rooms on number of people allowed in them.</i>  |                     |   |
|  |  |   |   | <i>Continue to use staggered start and end of day despite only critical worker children being on site.</i>                         | 4/1/21              |   |



|  |  |  |                 |  |  |                 |
|--|--|--|-----------------|--|--|-----------------|
|  |  |  |                 | <p><i>Masks /head shields to be worn at all times when moving around the school</i></p> <p><i>No walk through of Y3 classroom.</i></p> <p><i>Limit visits to office and ring instead.</i></p>  |  |                 |
|  | <p>Consideration given to premises lettings and approach in place.</p> | <p><i>Hall used for staggered lunches. Cannot be used for lettings with sufficient time for cleaning in between.</i></p> | <p><i>M</i></p> | <p><i>Lettings risk assessment completed when lettings resume</i></p> <p><i>Guidance for afterschool clubs and breakfast clubs to be followed by lettings company.</i></p> <p><i>Do lettings companies wish to resume letting contract?</i></p> <p><i>Extra cleaning built into day to enable lettings to happen.</i></p> <p><i>Wavered fees for Chill Out for one month to build up service again for the 3 schools.</i></p> <p><i>Wavered fees for Oct Reduced fees for this term review January</i></p> | <p><i>Ongoing</i></p> <p><i>5/9/20</i></p> <p><i>20/1/21</i></p> | <p><i>L</i></p> |
|  |  | <p><i>Will track and trace be used for lettings?</i></p>   |                 |  |  |                 |

|  |  |  |          |   |                |          |
|--|--|--|----------|---|----------------|----------|
|  | Impact of tier 4 and remote learning as school closure announced on 30/12/2020 | <i>Outside people using hall for exercise and spreading covid-19</i>                             | <i>H</i> | <i>Evening lettings will be asked to use QR codes to aid track and trace. No lettings allowed whilst in tier 4 other than child care related</i>                    | <i>30/9/20</i> |          |
|  | Consideration given to the arrangements for any deliveries.                    | <i>No social distancing when deliveries made into main building.</i>                             | <i>M</i> | <i>Deliveries left on site by main gate</i>   | <i>Ongoing</i> | <i>L</i> |
|  |  | <i>Staff at risk when giving out things to parents, how can social distancing be maintained?</i> |          | <i>Gloves worn when retrieving deliveries delay opening by 2 days</i>   | <i>Ongoing</i> | <i>L</i> |
|  |  |  |          | <i>Social distancing maintained Parents on site will be minimal forgotten possessions will be left on wall</i>  | <i>Ongoing</i> | <i>L</i> |
|  | Impact of tier 4 and remote learning as school closure announced on 30/12/2020 | <i>Staff at risk of transmission</i>   |          | <i>All staff have the option of wearing face masks or head shields at beginning and end of day if on playground</i>   | <i>3/11/20</i> |          |
|  |  |  |          | <i>All deliveries to be left in staff car park and headshield or face mask to be worn, hands washed after bringing in delivery, not to be unpacked for 24 hours</i> | <i>4/1/21</i>  |          |

|                              |  |   |   |   |         |   |
|------------------------------|--|---|---|---|---------|---|
| <b>Emergency Evacuations</b> | <p>Evacuation routes are confirmed, and signage accurately reflects these.<br/><i>NB In the event of emergency the priority is getting out of the building calmly regardless of social distancing.</i></p> | <p><i>Current muster points need to allow social distancing for staff.</i></p> <p><i>Evacuation routes would cause multiple groups/bubbles of people to come into contact. More appropriate alternatives are possible.</i></p> <p><i>Children and staff won't know what to do</i></p> | M | <p><i>Revised evacuation procedure and share with all staff and children.</i></p>   | 20/5/20 | L |
|                              |  |   | M | <p><i>Evacuation plan will still be followed but final meeting destination will be outside or following social distancing.</i></p>  | 20/5/20 | L |
|                              |  |   | M | <p><i>Temporary relocation of emergency route gate moved due to M11 work</i></p>  | 17/9/20 | L |
|                              | <p>Consideration given to PEEP – buddies are assigned or reassigned according to available persons.</p>  | <p><i>Are all risks considered? If staff are working from home buddies need to be reassigned when necessary.</i></p>  |   | <p><i>Practice fire drill, termly</i></p>   | Ongoing |   |
|                              | <p>Arrangements in place to support individuals with reduced mobility including cover arrangements in the case of reduced numbers of staff.</p>  | <p><i>Access plans need reviewing and updating. Do they meet current needs?</i></p> <p><i>How will we ventilate all rooms as per government guidance?</i></p>   | H | <p><i>Risk assessments are in place and reviewed and updated for COVID-19.</i></p> <p><i>EHCP pupils in different rooms which affects VI pupil. Buddy system updated</i></p> <p><i>Access plans shared with staff and agreed with parents</i></p> | 15/5/20 | L |
|                              |  |   |   |   |         | L |

|                                    |   |   |          |  |                 |          |
|------------------------------------|---|---|----------|--|-----------------|----------|
|                                    |   | <i>How will we ensure cleaning of current staff register?</i> |          | <p><i>Windows will be opened and doors kept open on all classrooms – risk to Covid-19 is higher than fire risk. Less risk of contamination if doors are left open</i></p> <p><i>Registers printed for evacuation, staff and visitors still signing in on sheet</i></p> |                 |          |
| <b>Cleaning and waste disposal</b> | Enhanced cleaning regime is in place in line with <u>COVID19: Cleaning in non-healthcare settings guidance.</u> | <i>No onsite cleaner during the day.</i>                      | <i>M</i> | <i>Enhanced cleaning schedule implemented throughout the site, ensuring that contact points, work surfaces, door handles, taps etc. are all thoroughly cleaned and disinfected regularly twice a day.</i>  | <i>20/05/20</i> | <i>L</i> |
|                                    |   | <i>How will we manage drying hands</i>                        | <i>M</i> | <i>Site manager to regularly clean hot spots over site before midday.</i>  | <i>03/06/20</i> | <i>L</i> |
|                                    |   |   | <i>M</i> | <i>Roller towels to be reinstalled, children taught to use them, weekly change over with company. Review</i>   | <i>01/06/20</i> | <i>L</i> |
|                                    |   |   |          |  | <i>22/9/20</i>  |          |

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|  |  |  |   | <p><i>after 3 weeks to see if they last a day.</i></p> <p><i>Regular daily cleaning of iPads, photocopier, telephones, keyboards etc with checklists in place for all roles</i></p> <p><i>Cleaners will clean at end of day wearing gloves, apron and masks.</i></p> <p><i>TAs/ CT to be told only one clean is needed during the day. Can children be involved in this?</i></p> <p><i>Hand dryers to be reinstated as advice has changed</i></p> <p><i>Additional deep clean of all chairs/tables and utilities, toys washed and equipment cleaned</i></p> | <p>18/05/20</p> <p>20/05/20</p> <p>4/9/20</p> <p>4/1/21</p> | <p>L</p> <p>L</p> |
|  | Positive case in bubble  | Classroom, equipment, toys, COVID area may still be contaminated       |   |   |   |                   |
|  | Capacity of cleaning staff is adequate to enable enhanced cleaning regime. | <i>Not enough cleaning staff available to enhance cleaning regime.</i> | M | <i>All staff have volunteered to support regular cleaning.</i>  | Week commencing 18/05/20                                    | L                 |

|  |  |   |                                    |  |   |   |
|--|--|---|------------------------------------|--|---|---|
|  |  |   |                                    | <p><i>Shared equipment will be limited to pupils sitting in a row.</i></p> <p><i>Latest advice followed for cleaning including 48/72-hour rule – updated to 24-hour rule</i></p> <p><i>Reducing areas to clean – doors left open (consideration given to fire doors and this is a higher risk)</i></p>   |   |   |
|  | <p>Adequate cleaning supplies and facilities around the school are in place.</p> <p>Arrangements for longer-term continual supplies are also in place.</p> | <p><i>Low supply of hand sanitiser</i></p><br><p><i>Storage of hand sanitiser</i></p><br><p><i>No hand sanitiser for visitors, low supplies of soap, no tissues</i></p> | <p><i>M</i></p><br><p><i>M</i></p> | <p><i>Hand sanitiser available at the school office.</i></p><br><p><i>School Hand sanitiser only to be used by adults and to be stored in cleaning cupboard for bulk supplies and out of children’s reach in class</i></p><br><p><i>Children requested not to bring in hand sanitiser due to fire risk and alcohol content</i></p><br><p><i>Site manager liaises with Office Manager to ensure all ordering is</i></p> | <p><i>18/05/20</i></p><br><p><i>5/6/20</i></p><br><p><i>20/05/20</i></p><br><p><i>Ongoing</i></p> | <p><i>L</i></p><br><p><i>L</i></p><br><p><i>L</i></p> |

|  |   |  |                 |   |   |
|--|---|--|-----------------|---|---|
|  |   |  |                 | <p><i>completed in a timely manner.</i></p> <p><i>1/9/20</i></p> <p><i>Disposal of tissues and gloves in each classroom by use of Smaller foot open bins catch it, bin it, kill it</i></p> <p><i>1/9/20</i></p> <p><i>Bins in hall, studio, library, office and staffroom for catch it, bin it, kill it.</i></p> <p><i>30/9/20</i></p> <p><i>Wall mounted hand sanitiser needed for office ordered – in place</i></p> | <p><i>L</i></p> <p><i>L</i></p> <p><i>L</i></p>                               |
|  | <p>Sufficient time is available for the enhanced cleaning regime to take place.</p> | <p><i>Is there sufficient time to clean between groups and personnel to do this?</i></p> | <p><i>M</i></p> | <p><i>Cleaner have identified areas</i></p> <p><i>Site manager to do additional clean during day</i></p> <p><i>Classroom cleaning to be done by pupils or staff once during the day</i></p> <p><i>Hall will be cleaned between bubbles</i></p>  | <p><i>01/06/20</i></p> <p><i>01/06/20</i></p> <p><i>L</i></p> <p><i>L</i></p> |

|  |   |  |   |   |          |   |
|--|---|--|---|---|----------|---|
|  |   |  |   | <p><i>Review after 3 weeks to establish if additional hours are needed</i></p> <p><i>Lettings will clean before and after use</i></p>   |          |   |
|  | Waste disposal process in place for potentially contaminated waste. | Contaminated tissues and waste could cause spread of COVID | M | <p><i>Small lidded bins in all rooms for tissues and gloves and to be double bagged. Catch it, bin it, kill it also hall, office, staffroom, studio</i></p> <p><i>Waste collections after hours</i></p>   | 11/05/20 | L |
|  | Waste process in place for safe removal and disposal of face masks  | Face masks not disposed of correctly                       | H | <p><i>Video seen by staff who may wear head shields and face masks for potential contaminate pupil.</i></p> <p><i>Posters in place around school for safe removal</i></p> <p><i>Face masks will be disposed of in lidded bins and double bagged</i></p> <p><i>Plastic bags available for any pupils wearing to school so they can remove once on site.</i></p> <p><i>Staff to remove and put on their own masks and</i></p> | 4/9/20   | L |
|  |   |  |   |   | 1/6/20   |   |



|                   |   |  |  |   |  |        |
|-------------------|---|--|--|---|--|--------|
|                   |   |  |  | <i>headshields in a safe manner – instructions displayed in staffroom and group room – COVID area</i> |  |        |
| <b>Classrooms</b> | Classrooms have been re/arranged to allow as much space between individuals as practical. |  | M  | <i>Layout of class to ensure all children facing forward</i>  | 03/09/20   |        |
|                   | Impact of tier 4 and remote learning as school closure announced on 30/12/2020            | <i>Reading corners and soft furnishings?</i>                                     |  | <i>Adults have 2m space to be away from children</i>  | 03/09/20   | L      |
|                   |   | <i>Are tables forward facing</i>   | <i>Are teachers 2m away from children?</i> |   | <i>Resources will be given to individual children or in smaller bubbles of 4 – 6</i> | 5/1/21 |
|                   | Classroom entry and exit routes have been determined and appropriate signage in place.    | <i>How will parents, children and staff know routines for social distancing?</i> | H  | <i>No entry signs in main building, one-way system in place</i>                                       | 20/05/20   | L      |
|                   |   |  |  | <i>Toilet signs and on soap dispensers so children know which to use</i>                              |  |        |

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|  | <p>Appropriate resources are available within all classrooms e.g., IT, age specific resources. NB: sharing of equipment or stationery should be limited to bubbles. Shared materials and surfaces should be cleaned and disinfected more frequently [source: protective measures guidance].</p> <p>Non-essential resources or equipment which are not easily washable or wipe able have been removed.</p> <p>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.</p> <p>Furniture arranged to minimise contact as much as possible e.g. Desks side by side, facing front, where age appropriate.</p> | <p><i>Soft toys, cushions and beanbags in EYFS and Y1 not easily washable. Should children have these?</i></p> <p><i>How will we ensure resources are not shared between pupils and are clean without effecting children's education?</i></p> <p><i>No COVID19 information posters currently in place. Limited reminders/ awareness for children. How will they remember?</i></p> <p><i>Will furniture fit to ensure everyone is facing front and teachers have 2m.</i></p> | <p>M</p> <p>M</p> <p>M</p> <p>L</p> | <p>Daily cleaning of iPads using wipes, same iPad for each pair of children. Teachers to wear gloves to put on charge. Remove soft furnishings from classrooms.</p> <p>Resources will be shared per table (2 pupils) or smaller bubbles of 4- 6 and not shared around the room.</p> <p>iPad will be 1 for 2 pupils and numbered to ensure the same is used each day.</p> <p>EYFS equipment to be cleaned regularly.</p> <p>e-Bug posters displayed:<br/>Horrid hands<br/>Super sneezes<br/>Hand hygiene<br/>Respiratory hygiene<br/>Microbe mania<br/>Pupils have their own resource box, no sharing.</p> | <p>01/06/20</p> <p>18/05/20</p> <p>19/05/20</p> <p>29/06/20</p> | <p>L</p> <p>L</p> <p>L</p> <p>L</p> |
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|  |  |  |  | <p>Soft furniture is removed.</p> <p>Reading books returned to school will be left 24 hours before re using.</p> <p>Library books returned and kept before being touched by librarian and put back on shelf.</p> <p>PE equipment will be dedicated to a class bubble for a half term or 4 weeks. Then washed before being returned</p> <p>Lunchtime equipment is class, bubble based and not shared and washed weekly.</p> <p>Picnic tables will be used, children asked to use the same table each time if possible. Hands washed before and after breaks/lunch. Adults to be 2m away from tables at all times.</p> <p>Pencil cases are not allowed in school to</p> |  |  |
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|                 |  |  |   | minimise cross-contamination<br>Library closed   |          |   |
| <b>Staffing</b> | Staffing numbers required for full re-opening have been determined including support staff such as facilities, IT, midday and office/admin staff.  | <i>Will there be enough staff to allow this to happen?</i>   | H | <i>Self-declaration forms issued to establish who can work</i>                             | 20/05/20 | M |
|                 | Including at least one of the following: <ul style="list-style-type: none"> <li>• Paediatric First aider</li> <li>• Designated Safeguarding Lead (DSL)</li> <li>• SENCO</li> <li>• Caretaker/site member</li> <li>• Office staff member</li> </ul> | <i>How will self-isolation and sickness impact staffing?</i> | H | <i>Risk assessments carried out for all clinically vulnerable staff</i>                    | 01/09/20 | L |
|                 |  | <i>How will teachers isolating be covered?</i>               | H | <i>Temporary change of hours forms completed where this helped mitigate risks.</i>         | 01/09/20 | L |
|                 |  |  | H | <i>Use of portal to book priority tests form Monday 14<sup>th</sup> for staff.</i>         | 14/9/20  | L |
|                 |  |  | H | <i>Contingency plan to be followed, virtual learning when teachers isolating but well.</i> | 2/11/20  | L |
|                 | Approach to staff absence reporting and recording in place. All staff aware.   |  | L | <i>Follow normal staff absence procedures</i>  | Ongoing  |   |
|                 |  | <i>What do staff do if they think they have COVID 19</i>     |   | <i>Track and trace, isolate bubbles if needed contact Essex and PHE</i>                    | Ongoing  | L |

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|  |  |   |          | <i>as per latest guidance for advice</i>   |  |                                 |
|  | <p>Risk assessments in place for those staff who are shielding, (clinically extremely vulnerable), and appropriate arrangements for mitigating risk are identified.</p> <p>(Clinically vulnerable or living with these groups)<br/>Or/and all appropriate arrangements for mitigating the risks are identified</p> <p>Communication arrangements are in place with those staff and their role in continuing to support the working of the school is clear.</p> | <p><i>Staff shielding will return to school and mitigate risks</i></p> <p><i>How does national lockdown affect CEV staff?</i></p> | <i>M</i> | <p><i>Stay in one bubble as much as possible for identified staff. Individual risk assessments completed with Headteacher and risks causing anxiety are mitigated. Temporary hours documentation completed where needed.</i></p> <p><i>CEV staff have been spoken to they should be shielding, RA revisited. If coming in they have signed a disclaimer.</i></p> <p><i>Arrangements for limited cross bubble teaching/working.</i></p> <p><i>CEV staff told they cannot come in whilst in tier 4</i></p> <p><i>PPA/catch up teachers limited to 2 bubbles, catch up tuition by</i></p> | <p><i>22/05/20</i></p> <p><i>21/7/20</i></p> | <p><i>L</i></p> <p><i>L</i></p> |

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|  |   | <i>Teacher shielding will work from home.</i>                                |          | <p><i>zoom, PPA HLTA will be limited to one class</i></p> <p><i>MDAs will not cross bubbles, children will eat in classrooms</i></p> <p><i>TAs will not work across classes – EYFS S&amp;L support suspended.</i></p> <p><i>CEV staff not in school, others will cover needs, new risk assessment completed</i></p> <p><i>Cover arranged for staff shielding.</i></p> |  |                                 |
|  | Plans to respond to increased sickness levels are in place. Cover arrangements determined (including leaders and safeguarding designated leads) – on a weekly rather than daily basis to minimise contacts. | <i>How will we cover safeguarding and leadership if staff are off sick?</i>  | <i>H</i> | <p><i>Other TMat heads will support</i></p> <p><i>New contingency plan in place with virtual learning if teacher is isolating.</i></p>  | <p><i>20/05/20</i></p> <p><i>2/11/20</i></p> | <p><i>L</i></p> <p><i>L</i></p> |
|  | Consideration given to staff clothing expectations and information shared with staff to   | <i>SLT to discuss this and make a decision – dressing down at the moment</i> | <i>M</i> | <i>Share with all staff new dress code in staff</i>   | <i>03/09/20</i>                              | <i>L</i>                        |

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|  | ensure clothes worn are easily washable (e.g. no ties).                        |  |   | <i>meeting and TA meetings</i><br><br><i>No lanyards and ties to be worn to reduce cross contamination, smart casual dress to be worn.</i>  | 1/6/20   | L |
|  | Approaches for meetings and staff training in place.                           |  | M | <i>Training and meetings to be completed online via Zoom or social distancing implemented</i>   | 20/05/20 |   |
|  |  | <i>How will meeting and training take place?</i><br><br><i>How will we induct new staff?</i> | H | <i>Day induction not involving children or bubbles to be held after children break up for summer</i>  | Ongoing  | L |
|  | Impact of tier 4 and remote learning as school closure announced on 30/12/2020 | <i>Are meetings necessary with second lockdown and how can we mitigate risks?</i>            |   | <i>No meeting of over 5 people, staff meetings by zoom. Any visitors to wear face shields during meetings</i><br><i>No meetings of more than 2 people, face masks/head shields to be worn if not 2m distance maintained. Zoom meetings used around the school for meetings.</i> | 2/11/20  | L |

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|  |  |   |                 | <p><i>TA/MDA behaviour management training postponed</i></p> <p><i>TA/MDA first aid training postponed until June 2021</i></p>   |  |                                 |
|  | <p>staffing roles and responsibilities with regards to the continued remote provision alongside in-school provision.</p> | <p><i>If pupils are isolating how will online learning be set and monitored</i></p> <p><i>Quarantine pupils require work but class teacher is teaching full time?</i></p> | <p><i>M</i></p> | <p><i>Daily work from class will be uploaded for pupils continuing the learning sequence if bubble isolates or school closes. Full curriculum will be given</i></p> <p><i>Use of Oak national trust, BBC bite size for pupils in quarantine and isolating with PowerPoints uploaded at the end of the day. Pupils asked to share learning on seesaw.</i></p> <p><i>Isolating staff will monitor seesaw and tapestry, plan for cover teachers</i></p> <p><i>If the whole bubble closes, online learning will follow contingency plan and ensure</i></p> | <p><i>5/9/20</i></p> <p><i>17/9/20</i></p> <p><i>14/9/20</i></p> | <p><i>L</i></p> <p><i>L</i></p> |



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|  | Impact of tier 4 and remote learning as school closure announced on 30/12/2020  |   |   | <i>bespoke accelerated learning continues</i><br><br><i>Vulnerable and critical workers pupils will be in class with teacher and TA, taught alongside remote lessons</i>  | 4/1/21  |                            |
|  | <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><i>Who can help with regular cleaning?</i></p> <p><i>Specialist teachers – how will this work?</i></p> | H | <p><i>Site manager to clean more often before end of morning shift.</i></p> <p><i>Temporary change of hours contracts issued where needed</i></p> <p><i>TAs/teachers to cover own bubbles break duty.</i></p> <p><i>Volunteers asked to work only in one bubble, induction revisited and COVID RA shared.</i></p> <p><i>Volunteers stopped due to lockdown</i></p> <p><i>MDAs hours change to suit staggered lunch</i></p> <p><i>MDAs and staff in hall to be allowed to wear</i></p> | <p>03/06/20</p> <p>01/05/20</p> <p>20/05/20</p> <p>5/9/20</p> <p>1/9/20</p> <p>1/9/20</p> | <p>L</p> <p>L</p> <p>L</p> |

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|  |  |  |  | <p><i>face coverings as this is a high-risk area with several bubbles using facilities at the same time.</i></p> <p><i>14/9/20</i></p> <p><i>Drama teacher will either teach in hall or classrooms, RA seen. Washing hands between groups and sanitizing areas in hall</i></p> <p><i>5/9/20</i></p> <p><i>PE teacher will limit the bubbles she teaches and teach outside</i></p> <p><i>5/9/20</i></p> <p><i>Counsellor will work outside or from 2 m, RA seen, washing surfaces and hands in between pupils</i></p> <p><i>14/9/20</i></p> <p><i>Music teachers will have own RA and work 1:1 only. Head shield will be worn by teacher when clarinet is taught.</i></p> <p><i>Clubs will be provided but to individual bubbles and in own classrooms or outside RA will be considered for any outside clubs.</i></p> <p><i>30/9/20</i></p> |  |
|  |  | <p><i>How can clubs be offered safely?</i></p> |  |   |  |

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|  | Impact of tier 4 and remote learning as school closure announced on 30/12/2020 |  |  | <p><i>External provided clubs will stop during lockdown.</i></p> <p><i>No clubs, music lessons by zoom if available, no drama lessons unless by zoom, no school council meetings whist remote learning is taking place.</i></p> <p><i>Learning mentor to focus on Y3 pupils and catch-up learning</i></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><i>Are teachers/ staff aware of support around them they can receive?</i></p> <p><i>Are staff aware on how they can support children during this period?</i></p> | <p>H</p> <p>H</p> | <p><i>Staff are aware of available support and advice for schools and pupils available from ECC, including the Educational Psychology service</i></p> <p><a href="https://schools.essex.gov.uk/admin/COVID-19/Pages/default.aspx">https://schools.essex.gov.uk/admin/COVID-19/Pages/default.aspx</a></p> <p><i>Mental wellbeing will be a focus for staff and pupils after training given in July</i></p> <p><i>TMAT bereavement policy is in place</i></p> <p><i>Information provided on CV page of website</i></p> <p><i>All advice received is passed onto all staff on well-being</i></p> <p><i>Regular staff meeting</i></p> <p><i>TA meeting time to discuss how things are going, changes that are needed, worries and concerns but in groups smaller than 5, use of</i></p> | <p>20/05/20</p> <p>01/06/20</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> | <p>L</p> <p>L</p> <p>L</p> <p>L</p> <p>L</p> <p>L</p> <p>L</p> |
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|  |   |  |          | <p><i>zoom to ensure meetings take place.</i></p> <p><i>1/7/20</i></p> <p><i>L</i></p> <p><i>Use survey of staff on wellbeing and effects of COVID, explore what training can be given for staff to support pupils. All staff saying, they are anxious have been contacted by Headteacher and concerns discussed.</i></p> <p><i>10/9/20</i></p> <p><i>Ensure recovery plan includes these areas of mitigation for risk</i></p> <p><i>Consideration given to staff and working from home offered where it is felt it is needed – Office manager, Deputy, head and others who may be showing signs of stress</i></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 limited number of self-testing kits</p> | <p><i>Are testing available for staff who have COVID-19?</i></p> <p><i>How will the school deal with a suspected case?</i></p> <p><i>How will track and trace impact staffing?</i></p> | <i>H</i> | <p><i>Follow new track and trace</i></p> <p><i>Training will be in place for self-testing kits and use of new order line so kits will be given if a test cannot be booked</i></p>  | <p><i>18/05/20</i></p> <p><i>14/9/20</i></p> | <i>L</i> |

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|  |   |  |          | <i>within 24 hours to minimise the time off by staff and pupils.</i>  |                 |          |
|  | The approach for inducting new starters has been reviewed and updated in line with current situation. | <i>New members to start in September, when would induction occur? How?</i> | <i>H</i> | <i>Online zoom training, with Deputy head for support before starting, social distancing rules shared before coming on site for transition arrangements in July</i> | <i>01/07/20</i> | <i>L</i> |
|  | Impact of tier 4 and remote learning as school closure announced on 30/12/2020                        | <i>Will they contaminate bubble from previous setting?</i>                 |          | <i>Zoom meeting in December, learning will begin in January remotely</i>  |                 |          |
|  | Return to school procedures are clear for all staff.  | <i>What is the procedure of staff returning after having COVID- 19?</i>    | <i>H</i> | <i>Staff to be tested and cleared with test results before coming back to school</i>  | <i>Ongoing</i>  | <i>M</i> |
|  |   | <i>When are vulnerable staff able to come back to work?</i>                | <i>H</i> | <i>RTW forms completed upon return by staff and line managers</i>   | <i>Ongoing</i>  | <i>L</i> |
|  |   | <i>How will all staff keep up to date with the updated RA?</i>             | <i>H</i> | <i>Those isolating will complete RA and discuss with HT</i>   | <i>Ongoing</i>  | <i>L</i> |

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|  | Any staff contracts that need to be issued, extended or amended considering the current situation have been.   | None in school  |   |   |          |   |
|  | Any HR processes that were in-train prior to or put on hold due to the COVID19 emergency, have been appropriately resolved.  | <i>What will happen to capability proceedings that have been started?</i>                                   | L | <i>Proceedings will resume in September and be linked to PMRs</i>   | 01/07/20 | L |
|  | <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>Which visitors are available to come on site?</p> <p>How will we ensure children and staff are safe?</p> | L | <p><i>Check with the contractor any requirements their employer has specified before visit. Share school protocols.</i></p> <p><i>Visitors only allowed if work cannot be carried out elsewhere – social distancing to be maintained- risk assessment share</i></p> <p><i>Try to arrange visits out of periods when children are on site.</i></p> | 18/05/20 | L |
|  | Arrangements in place for any externally employed adults delivering learning in school e.g. sports coaches, music tutors, forest school leaders. Protocols and expectations shared.  | <i>Who will attend school? How will they deliver to single bubbles, one to one tuition?</i>                 | H | <i>Music lessons via zoom or Teams or will visit school and work 1:1 Share amended procedures, obtain their assessments, outlining controls E.G., offering limited activities which</i>   | 1/9/20   | L |

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|                    | Impact of tier 4 and remote learning as school closure announced on 30/12/2020  |  |          | <i>maintain distancing, or equipment stringently cleaned and to one bubble only<br/>No outside teachers to enter site, zoom if available.<br/>Only contractors to visit.</i>  |                                 |                     |
| <b>Group Sizes</b> | Eligible children and young people bubbles have been determined in accordance with the principle of limiting social interaction and small, consistent groups of CYP, that can remain separate from other people and groups.<br><br>All children and young people are included in distinct groups/ 'bubbles' that do not mix and the number of children and young people in each bubble is as small as possible. | <i>Toilet blocks shared by Y5 / 6</i>  |          | <i>Extra sinks fitted<br/><br/>Toilets/ sinks labelled for each class in Y5/6<br/><br/>Bubble set at the size of two classes if staffing prevents single class bubbles.</i>   | <i>Ongoing</i>                  | <i>M</i>            |
|                    | Staffing allocations to groups determined, minimising contact with multiple groups as much as possible  | <i>Is there enough staff to support returning pupils?<br/><br/>How will staff stay safe?</i> | <i>H</i> | <i>Teacher and TA set with bubble group to stop cross contamination, cover break duty and if able lunch MDA role is by class TA<br/><br/>Teacher/TA cover playground duty</i> | <i>20/05/20<br/><br/>1/6/20</i> | <i>L<br/><br/>L</i> |



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|                          | Identified solutions to any workforce capacity issues are in place.  | <i>When testing for staff is introduced on 25<sup>th</sup> Jan, staffing may become more difficult</i> | H | <i>Staff to work from home as much as possible, only 1 or 2 per bubble, combine bubbles Y1/2, Y3/4, Y5/6 if needed</i>  | 18/1/2021 | L |
| <b>Social Distancing</b> | <p>Arrangements for social distancing in place to consider:</p> <ul style="list-style-type: none"> <li>• Staggered school drop off/pick up times and locations (if possible) without reducing teaching time</li> <li>• Staggered or limited amounts of moving around the school/ corridors</li> <li>• Classroom design</li> <li>• Break and lunch times are staggered. Plans for social distancing during these times in place, such as when queuing for lunches</li> <li>• Toilet arrangements</li> </ul> | <i>How will children come into school?</i>   | H | <i>Staggered start and end of day<br/>Parents not allowed on KS2 site and encouraged to Kiss and Go. No meetings face to face with teachers but communication via email</i> | 20/05/20  | L |
|                          |  | <i>How can we improve end of day collection? Parents arrive early, wait for siblings</i>               | H | <i>Teachers to be at classroom doors for drop off and collection, wearing a mask, if they wish.</i>   | 28/9/20   | L |
|                          |  | <i>How will we keep the school running with all children in?</i>                                       | H | <i>Parents arrive early, we can't maintain 2m social distance on playground as it's too small for 120 parents.</i>  | 18/05/20  | L |
|                          |  | <i>How will layouts of the classroom look like in order to keep social distancing for staff?</i>       | H | <i>Rotas to ensure no mixing of bubbles for playtime and lunch, PE<br/>Minimal movement throughout the day<br/>No assembly gatherings</i>                                   | 10/09/20  | M |
|                          |  | <i>How will we ensure children social distance from adults?</i>  | H |   | 10/9/20   | L |

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|  |  | <p><i>How will we ensure hygiene is met when children use the toilet facilities?</i></p> <p><i>With the rise in cases of covid-19, how can we ensure more social distancing at the end of the day?</i></p> | <p><i>H</i></p> <p><i>H</i></p> | <p><i>At lunchtime staff in hall may wear a mask</i></p> <p><i>Lessons on how to act during break times and lunch times. Class rules written at the beginning of term.</i></p> <p><i>Lessons in keeping 2m away from teachers but being able to play with children</i></p> <p><i>Lessons on hygiene, monitor the hand washing. Using roller towels safely.</i></p> <p><i>Collection times increased to 25 minutes, in line with drop off. Parents asked not to come early. Face masks encouraged to be worn by parents and staff at gate.</i></p> | <p><i>28/9/20</i></p>  | <p><i>L</i></p> |
|  | <p><i>Approach to avoiding children and young people entering school congregating and breaching social distancing is in place.</i></p> | <p><i>Will children all stand together not social distancing from staff when coming into school? (see above on footpath)</i></p>   | <p><i>H</i></p>                 | <p><i>Children taught they can play together, sit together from September but must socially distanced from other bubbles and all staff</i></p>  | <p><i>01/09/20</i></p> | <p><i>L</i></p> |

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|  |   |   |                                 | <p><i>Staggered start/end followed with one-way system suggested.</i></p> <p><i>Conversations with parents if needed, addendum to behaviour policy followed</i></p> <p><i>Even though it will only be minimal number of pupils, staggered start and end of day to remain in place. Lunch times in classrooms</i></p>       |  |                                 |
|  | Impact of tier 4 and remote learning as school closure announced on 30/12/2020  |   |                                 |  |  |                                 |
|  | Approach to potential breaches of social distancing in place, including in the case of repeat or deliberate breaches. | <p><i>What will happen when children breach social distancing away from adults?</i></p> <p><i>(see above for information sent to parents to share with pupils before starting and pupil sheets)</i></p> | <p><i>H</i></p> <p><i>H</i></p> | <p><i>New behaviour policy addendum</i></p> <p><i>Conversations with parents if needed and on newsletters etc</i></p> <p><i>Risks assessments and individualised approach in place for students who might struggle to follow expectations</i></p> <p><i>Lessons delivered to classes including rules and sanctions</i></p> | <p><i>01/06/20</i></p> <p><i>10/6/20</i></p> | <p><i>L</i></p> <p><i>L</i></p> |

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|  | Impact of tier 4 and remote learning as school closure announced on 30/12/2020 | <p><i>How will late children get their lunch?</i></p> <p><i>How will stage 4 of behaviour sanctions be followed?</i></p> | <p><i>H</i></p> <p><i>H</i></p> | <p><i>Handwashing and cleaning (if needed)</i></p> <p><i>Children who have not yet returned to school have been invited in on 4/9 for a tour and explanation of social distancing.</i></p> <p><i>Children who arrive late to lunch hall, will either sit with class and MDA gets their lunch or they distance from queue, MDA stops queue when there are no other children at counter, they get their lunch.</i></p> <p><i>Children cannot go to phase leader as they will be breaking the bubble, if phase leader is teaching outside, they can sit near the class bubble e.g., in PE</i></p> <p><i>Otherwise, they will need to go to PPA room</i></p> <p><i>Staff who do not social distance and wear masks/head shields will face disciplinary action.</i></p> | <p><i>15/9/20</i></p> <p><i>18/9/20</i></p> <p><i>4/1/21</i></p> | <p><i>L</i></p> <p><i>L</i></p> |
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|  | <p>Approach to assemblies – if still occurring, plan in place to manage social distancing.</p> | <p><i>How will we run assemblies but keep social distancing without mixing bubbles?</i></p> <p><i>Currently assemblies are cancelled. Bringing all children together for assembly would breach the bubble arrangements</i></p> <p><i>How will parent's consultations be held in a safe way in the Autumn term?</i></p> | <p><i>H</i></p> | <p><i>No assemblies to occur in the hall. Assemblies will occur via Zoom, children to stay in class within bubble.</i></p> <p><i>Tony has offered zoom assemblies</i></p> <p><i>Pre-recorded assemblies shared by the teacher to children</i></p> <p><i>Teachers to speak to parents via telephone or zoom, ten minutes meetings</i></p> | <p><i>01/06/20</i></p> <p><i>10/6/20</i></p> <p><i>Ongoing</i></p> <p><i>21/9/20</i></p> | <p><i>L</i></p>                                 |
|  | <p>Social distancing plans communicated with parents, including approach to breaches.</p>      | <p><i>What is in place to ensure social distances will occur?</i></p>  | <p><i>H</i></p> | <p><i>Class rules shared with parents and pupils including sanctions. Visual stick to show 2 metres, posters around school</i></p> <p><i>Layout of the class to ensure social distancing can occur with the adults away from children.</i></p> <p><i>Discussion about social distancing and why we need to do it</i></p>                 | <p><i>10/06/20</i></p> <p><i>27/5/20</i></p> <p><i>Ongoing</i></p>                       | <p><i>M</i></p> <p><i>L</i></p> <p><i>L</i></p> |

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|  |  |   |          | <p><i>Positive praise when it happens</i></p> <p><i>Survey parents about one way for public footpath</i></p> <p><i>Behaviour Addendum shared with parents</i></p> <p><i>Pre start in September reminder email to parents about schools social distancing and what 1m plus means and how staff have to be 2m.</i></p> <p><i>If meeting is needed, parent will be brought into playground and spoken to from 2m.</i></p> <p><i>Parents need to maintain 2 m and are requested to telephone or email. Any teachers speaking to adults within 2m will face disciplinary action.</i></p> | <p>22/5/20</p> <p>22/5/20</p> <p>4/9/20</p> <p>14/9/20</p> <p>4/1/21</p> | <p>L</p> <p>L</p> <p>L</p> |
|  | Impact of tier 4 and remote learning as school closure announced on 30/12/2020 |   |          |   |  |                            |
|  | Arrangements in place for the use of the playground, including equipment.      | <i>How are children going to use equipment? What equipment? Who is going to clean it?</i> | <i>H</i> | <i>Rotas in place for staggered use of playground areas.</i>  | <i>10/06/20</i>  | <i>L</i>                   |

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|                  |  | <p><i>How do we stop the spread of COVID 19?</i></p> <p><i>How many bubbles will fit on playground?</i></p>       |          | <p><i>Each bubble has their own set of Resources that is used and cleaned after use, children must wash their hands afterwards</i></p> <p><i>Posters and PowerPoint made to share with children on what playground games they can play</i></p> <p><i>Music provided at lunchtimes sometimes</i></p> <p><i>Two bubbles on main playground with cones in between</i></p> <p><i>Trim trail being used by only Y5 and Y6, a week each with the weekend to be cleaned</i></p> <p><i>Slide in EYFS, can be used by the class bubble, Daily washing by pupils at the end of each day</i></p> | <p><i>10/9/20</i></p> <p><i>14/9/20</i></p> <p><i>4/9/20</i></p> | <p><i>L</i></p> |
| <b>Transport</b> | Information shared with parents regarding pupils travelling to school, encouraging walking and | <i>Are parents aware of the routine of coming to school and how to travel to school carefully to reduce risk?</i> | <i>H</i> | <i>Letter to go out regarding how to get into school and systems that are in place</i>  | <i>22/05/20</i>  | <i>L</i>        |

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|  | <p>avoiding public transport as much as possible.</p> | <p><i>What can we do about foot path?</i></p> <p><i>How will bikes, scooters be covid free?</i></p> <p><i>How can we ensure parents stay to staggered start times?</i></p> <p><i>Getting to and from swimming?</i></p> | <p><i>H</i></p> <p><i>M</i></p> <p><i>H</i></p> | <p><i>Staggered start times for all classes</i></p> <p><i>Cycle shed has been cleaned, field gate opened for use, only parents and children to touch bike/scooter. Use of field if more bikes and scooters.</i></p> <p><i>Parent mail and class pages updated as well as newsletter to try to avoid queues on public footpath</i></p> <p><i>SLT member on the gate mentioning start times and discussing they will have to wait if they are too early.</i></p> <p><i>One- way system to be encouraged on public footpath</i></p> <p><i>RA seen and followed for coach, children to hand sanitiser on entry of coach and staff to wear face masks</i></p> | <p><i>22/5/20</i></p> <p><i>22/5/20</i></p> <p><i>12/6/20</i></p> | <p><i>L</i></p> <p><i>L</i></p> <p><i>M</i></p> |
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|                 | Dedicated school transport follows the grouping/ bubble arrangement in line with the protocols in school, as much as possible.               | <i>How will we provide safe transport to swimming lessons?</i>                                 |          | <i>Secure RA from Trekkers before considering swimming.</i>   | <i>15/9/20</i>  |          |
|                 | Support in place for CYP who have no alternative, to access public transport safely, adhering to social distancing protocols where possible. | <i>Not needed</i>  |          |   |                 |          |
|                 | Arrangements in place with transport providers to support any staggered start/end times.   | <i>Not needed</i>  |          |   |                 |          |
| <b>Catering</b> | Arrangements in place to provide food to CYP on site, including the requirement of universal free school meals.                              | <i>School kitchen has been closed. What would happen on return?</i>                            | <i>M</i> | <i>Liaise with catering team re availability to work. Self-declarations</i>                         | <i>18/05/20</i> | <i>L</i> |
|                 |  | <i>How will the intake of FSM be when less children are in school?</i>                         |          | <i>Re-open kitchen to provide hot or cold meals for children. (YFSM and FSM) Deep clean kitchen</i> |                 |          |
|                 |  | <i>Are catering staff shielding, unable to return to work onsite from 1<sup>st</sup> June.</i> | <i>H</i> | <i>Liaise with neighbouring schools regarding meals and adapt menu to food we have/ can get</i>     | <i>01/06/20</i> | <i>L</i> |
|                 |  | <i>Galley kitchen, how do we work in the kitchen with 3 members of staff?</i>                  | <i>H</i> | <i>Redeployment of other members of staff and</i>   | <i>01/06/20</i> | <i>L</i> |

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|  |  | <p><i>How will PP pupils be given lunch?</i></p>                           | <p><i>H</i></p> | <p><i>temporary change to hours contracts issued</i></p>  |                         |                 |
|  |  |  | <p><i>H</i></p> | <p><i>If a bubble is closed or pupil isolating, we will offer parents to collect a lunch – baguette enough for a couple of days and repeated whilst isolation continues. If they cannot collect then a voucher will be offered.</i></p> | <p><i>5/11/2020</i></p> | <p><i>L</i></p> |
|  |  | <p><i>How can we isolate a group that may have COVID-19 infection?</i></p> |                 | <p><i>New rota of 3 settings and wash tables and seats in between groups.</i></p>   | <p><i>1/6/20</i></p>    |                 |
|  |  |  |                 | <p><i>Class bubble trays only to be out, catering manager to give child their cutlery.</i></p>  | <p><i>1/6/20</i></p>    |                 |
|  |  |  |                 | <p><i>Parents informed that UFSM is back in place and information of FSM has been shared – encase families now meet the criteria.</i></p>   | <p><i>1/6/20</i></p>    |                 |
|  |  | <p><i>Can we provide Christmas lunch?</i></p>                              |                 | <p><i>Heads want staff to have lunch, Christmas lunch will be offered</i></p>   | <p><i>11/11/20</i></p>  |                 |

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|  | <p>Impact of tier 4 and remote learning as school closure announced on 30/12/2020</p> | <p><i>What issues are there with preparing food parcels – the governments chosen choice for FSM lunches?</i></p> |  | <p><i>over 2 days. Infants one day and 2 settings for juniors. Adults to eat same as children. Packed lunches for everyone else – we provide PP children if needed.</i></p> <p><i>Staff will sit with bubble but with a gap. Bubble staff will pour gravy from behind.</i></p> <p><i>Two members of staff will place cutlery and cracker onto tray</i></p> <p><i>Galley kitchen where only one catering person can work safely each day. Old Harlow the highest area in Harlow for infections – reduce risk of visitors on site –limit parents collecting parcels Harlow was tier 4, infectious cases in December in school community.</i></p> <p><i>Lack of storage for food for parcels, school has some food bank parcels and storage in kitchen is limited to a shed and galley kitchen.</i></p> |  |  |
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|  |  |   |   | <i>FSM vouchers will be issued to those eligible and who are remote learning.</i>  |   |   |
|  | Arrangements for when and where each group will take lunch (and snack time if necessary) are in place so that children do not mix with children from other groups. | <p><i>Where will the children sit?</i></p> <p><i>Should they have lunch in their classroom?</i></p> <p><i>How will social distancing be kept during lunch period?</i></p> <p><i>How will each bubble be separated when eating?</i></p> <p><i>How will children get lunches without touching other cutlery, trays, plates?</i></p> <p><i>How will catering staff be protected for social distancing when serving meals</i></p> | <p><i>H</i></p> <p><i>H</i></p> <p><i>H</i></p> | <p>Lunch sitting staggered between 11:45 and 1:20pm</p> <p>Cleaned in between each bubble</p> <p>One-way system in and out of hall</p> <p>Rota playground spaces – only 2 bubbles on the main playground</p> <p>Wet play back in class</p> <p>Catering manager to give cutlery – trays to be in a class pile</p> <p>Children approach hatch, identify food and step back at least 1m, approach again when tray is ready</p> <p>Choice of two foods available following Essex menu.</p> <p>Lunches to be had in classroom, MDAs</p> | <p><i>01/09/20</i></p> <p><i>01/06/20</i></p> <p><i>01/06/20</i></p> <p><i>1/6/20</i></p> | <p><i>L</i></p> <p><i>L</i></p> <p><i>L</i></p> |

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|  | Impact of tier 4 and remote learning as school closure announced on 30/12/2020   |  |          | collect lunches and take to classrooms, if more than 5 pupils in then other adults will help MDA.   |   |                                 |
|  | Arrangements for the continued provision of FSMs for eligible children not attending school due to shielding or self-isolation are in place. |  |          | Vouchers will be provided.  |   |                                 |
|  | Arrangements for food deliveries in place  | <p><i>How and when will food be delivered safely?</i></p> <p><i>Will children cross bubbles?</i></p> | <i>H</i> | <p>Food to be delivered at periods of the day where children are not outside/ on site. Social distance is kept from deliverer.</p> <p>Catering manager is aware of what stock she already has.</p> <p><i>Children arriving late will be sat with their bubble and an MDA will get their lunch or stop the current bubble and when there is a 2m gap at the counter the other bubble child will be able to get their lunch</i></p> | <p><i>01/06/20</i></p> <p><i>5/6/20</i></p> <p><i>14/9/20</i></p> | <p><i>M</i></p> <p><i>L</i></p> |
|  | Holiday Food vouchers for eligible CYP ordered.  | <i>Will all pupils get these</i>   | <i>M</i> | Post some for those without internet  | <i>21/7/20</i>  | <i>L</i>                        |

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|     |  |   |   | Vouchers will be fortnightly provided by ECC  |          |   |
| PPE | PPE requirements understood and appropriate supplies in place. Long term approach to obtaining adequate PPE supplies in place. |   | H | First aid kit to have PPE kit too.  | 18/05/20 |   |
|     | Impact of tier 4 and remote learning as school closure announced on 30/12/2020   | <p><i>How much PPE do we need in order to have to use for First Aid?</i></p> <p><i>When else do we need PPE to be used?</i></p> | H | <p>PPE to be used if a COVID case arises</p> <p>PPE (not masks) for all cleaning</p> <p>In the hall at lunchtime or in the kitchen staff may wear masks if they wish too</p> <p>Reception classroom wearing headshields after positive case (Asymptomatic)</p> <p>Individual classes to take their own first aid kits out for break and lunch during national lockdown so adults from different bubbles are not using the same box.</p> | 01/06/20 | M |
|     | Approach to face coverings updated to include inside the   |   |   | Face masks to be worn at all time out of  |          |   |

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|   | classroom where social distancing is not possible and outside of the classroom only for primary staff.  |  |          | classroom or office base.  |                       |          |
| <b>Response to suspected/ confirmed case of COVID19 in school</b> | <p>Approach to confirmed COVID19 cases in place: during school day</p> <ul style="list-style-type: none"> <li>Which staff member/s should be informed/ take action?</li> <li>Area established to be used if an individual is displaying symptoms during the school day and needs to be isolated</li> <li>Cleaning procedure in place</li> <li>Arrangements for informing parent community in place</li> </ul> | <i>What is the procedure if a suspected case occurs in school? Pupil?</i>                      |          | Rooms available for isolation – small group room. Notice for doors to warn others to stay out.                       | <i>10/06/20</i>       | <i>M</i> |
|   |   | <i>What do we do if a member of staff gets COVID19?</i>  | <i>H</i> |  | <i>19/05/20</i>       |          |
|   |   | <i>What happens if SLT get COVID 19?</i>   | <i>M</i> | PPE available for cases for staff member and pupil   | <i>19/05/20</i>       | <i>L</i> |
|   |   |  |          | Deep clean procedure in place after pupil/ staff member has gone home  | <i>Only if needed</i> | <i>M</i> |
|   |   | <i>What happens if child has been in more than on group – key worker and teacher doing 1:1</i> | <i>H</i> | Bubble group will be off for 14 days and anyone teacher and TA have contacted, parents notified (amended to 10 days) | <i>Only if needed</i> | <i>L</i> |
|   |   | <i>How will we close down the area and bubble whilst we wait for results?</i>                  | <i>H</i> | Cover for staff members and SLT  | <i>Only if needed</i> | <i>L</i> |
|   |   | <i>How will be stop the spread between adults?</i>   | <i>H</i> | Latest guidance to influence changes over time.  | <i>Ongoing</i>        | <i>L</i> |
|   |   | <i>Who do we need to inform? Will other staff cross contaminate?</i>                           | <i>H</i> |  | <i>Ongoing</i>        | <i>L</i> |

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|  |  |   |                 | <p>Close room for deep clean and all areas they have been too?<br/>All people in bubble of suspected case to wash hands for 20 seconds.</p> <p>Staff and pupils have test if symptoms exist follow guidance using the portal to a quick test</p> <p>Remove bubble from any areas where others go – lunch in classroom, lunch break and play after all other bubbles. Only possible infected adults to work in area until test results known.<br/>Close down site from any visitors and staff. Provide alternative staffroom and toilets.</p> <p>Inform parents in bubble and whole school, CEO and CoG and all staff.</p> <p>Last resort- school will close, online learning only</p> | <p><i>Ongoing</i></p> <p><i>Ongoing</i></p> <p><i>Ongoing</i></p> <p><i>Ongoing</i></p> <p><i>Ongoing</i></p> | <p><i>L</i></p> <p><i>L</i></p> <p><i>L</i></p> <p><i>L</i></p> <p><i>L</i></p> <p><i>L</i></p> |
|  |  | <p><i>Do we continue to introduce more bubbles?</i></p> | <p><i>M</i></p> |   |   |   |



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|  |  | <p><i>Do we inform if members of the community have a positive test?</i></p> <p><i>How do we continue to communicate to parents about isolation and siblings?</i></p> | M | <p>Consider the risks to introducing more pupils and put-on hold if needed if we need to reopen after closure.</p> <p>If staff are isolating as members of their family are positive wait for symptoms and inform if positive test.</p> <p>If parents of pupils are positive inform whole school, we are aware of a case but give no details to acknowledge what has been shared on social media.</p> <p>Contingency plan has a clear diagram of who has to isolate.</p> <p>Answer parent queries as they arise.</p> <p>Staff to ring office and not visit office, contaminated area extended to corridor door.</p> <p>Pupil exits front door and out onto London Road.</p> | <p>21/9/20</p> <p>2/11/20</p> | L |
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|  | <p>Approach to confirmed COVID19 cases in place: outside of school hours (within cohort of children/young people learning on-site only)</p> <ul style="list-style-type: none"> <li>• Cleaning procedure in place</li> <li>• Arrangements for informing parent community in place</li> </ul> | <p><i>Which areas need to be cleaned?</i></p> <p><i>How will staff know not to go into those areas</i></p> <p><i>What resources do we need / how do we get them?</i></p> <p><i>How often is cleaning occurring?</i></p> | <p><i>H</i></p> <p><i>M</i></p> <p><i>M</i></p> | <p>Classes will need to isolate 14 days (amended to 10 days)</p> <p>Track and trace Parents to inform of results</p> <p>Cleaning procedures shared with cleaners and daily additional cleaners; signage used to show room needs cleaning. Masks to be worn and gloves and aprons</p> <p>Immediate for contaminated areas.</p> <p>Parents will be informed immediately via Parent mail of case and results to tests</p> <p>COVID email address set up for track and trace over Christmas break</p> | <p><i>On going</i></p> <p><i>1/9/20</i></p> <p><i>18/05/20</i></p> <p><i>On going</i></p> <p><i>Ongoing</i></p> <p><i>Ongoing</i></p> | <p><i>M</i></p> <p><i>L</i></p> <p><i>L</i></p> <p><i>L</i></p> <p><i>L</i></p> |
|  | <p>Process in place to engage with the Test and Trace and contact tracing process.<br/><i>Refer to ECC and public health guidance for more information.</i></p>   | <p><i>How will home tests be completed</i></p>  | <p><i>M</i></p>                                 | <p>Kits will be provided where need arises either not able to get a test quickly (24 hrs) or</p>  | <p><i>Ongoing</i></p>   | <p><i>L</i></p>   |

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|  |   |   |  | unable or unlikely to travel to centre<br>COVID email address set up for track and trace over Christmas break monitored by headteacher  |  |  |
|  | Staff are aware of how to safely take and process the test. Shared following:<br>NHS instruction leaflet<br>Training video and online resources on the document sharing platform<br>Contact details if queries<br>Process for reporting incidents | <p><i>Primary Staff will engage with this on 25<sup>th</sup> Jan provided deliveries are received.</i></p> <p><i>Will a risk of transmission be greater for person giving out tests?</i></p> <p><i>Will tests be used by the wrong person?</i></p> <p><i>Will results be stored safely?</i></p> <p><i>Will staff know what to do and how to report results?</i></p> |  | <p>COVID-19 co-ordinator and Registration Manager is Jay Hutchinson</p> <p>Staff can opt out; Training videos will be shared along with booklet v 1.3.2 on how to administer</p> <p>Tests will be stored securely so they cannot be taken by anyone.</p> <p>When being handed out, PPE will be worn by Jay and staff will sign for test</p> <p>A secure register of results will be stored on the one-drive</p> <p>Staff will be responsible for taking the test, not giving to other</p> |  |  |

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|   |   |  |          | members of their family and logging results and informing the school of these   |                 |          |
|   | Staff are aware of how to report their test results to school and to NHS Test and Trace   |  |          | Training given to report to NHS<br>Contact to Head if positive or void on evening of test   |                 |          |
|   | Process in place to monitor and replenish test supplies                                   |  |          |   |                 |          |
| <b>Pupil Re-orientation</b><br><br><i>back into school after a period of closure/ being at home</i> | Approach and expectations around school uniform determined and communicated with parents. | <i>Do children wear school uniform? What is the expectation of cleanliness?</i>                                  | <i>H</i> | Evidence now says clothes do not need changing daily<br><br>Letter to parents to explain school uniform is needed in September  | <i>10/06/20</i> | <i>L</i> |
|   | Changes to the school day/timetables shared with parents.                                 | <i>What is the daily rota?<br/>When is collection time?<br/>Drop off time?<br/><br/>Are pupils get full day?</i> | <i>M</i> | Timetable will be emailed out to parents for each year group once finalised and on website<br><br>Every year group will have its own drop off and collection time advised to parents in news letter | <i>20/09/20</i> | <i>L</i> |

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|  | Impact of tier 4 and remote learning as school closure announced on 30/12/2020  |  |  | Pupils are getting a full entitlement to education<br>Information shared about remote learning and displayed on website  |   |  |
|  | All students instructed to bring a water bottle each day. Water fountains not in use or strict social distancing and cleaning arrangements in place.  | <i>How will we close off water fountain?<br/>How will water bottles be filled up?</i>  | <i>H</i>                                 | No fountains to be used – to be taped up.<br><br>Water bottles taken into lunch hall.<br><br>Water bottles to be placed on tables in class   | <i>02/06/20</i><br><br><i>19/05/20</i><br><br><i>05/06/20</i>                       | <i>M</i><br><br><i>L</i><br><br><i>L</i>                 |
|  | Approach to preparing pupils for a return to academic work and new social situations is developed and shared by all teaching staff.<br><br>This includes bringing together pupils who have remained in school during closure and those at home and celebrating non-academic achievements of pupils whilst at home/ during school closure. | <i>Children will feel nervous and concerned on new routines. What support can we give?</i><br><br><i>How will we run assemblies and discussion on celebration?</i> | <i>H</i><br><br><i>H</i><br><br><i>M</i> | Recovery curriculum – work on mental health and well-being.<br><br>Pupil, Parent, Staff survey<br><br>Bubbles will not mix.<br><br>Assemblies via video chat – Zoom/ Teams. - Achievement on school website<br><br>Social stories shared and photos from | <i>04/06/20</i><br><br><i>02/06/20</i><br><br><i>02/06/20</i><br><br><i>Ongoing</i> | <i>L</i><br><br><i>L</i><br><br><i>L</i><br><br><i>L</i> |

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|  |   |  |                   | <p>Reception and Year 1 to support pupils and SEND pupils.</p> <p>Anxious pupils invited in for a tour of the school and class on 4/9/20</p> <p>Transition leaflets shared with parents for pupils going into Year 1 and 3.</p> <p>EYFS transition extended by one week to allow more gradual approach to entry (one afternoon of 8 pupils in first 4 days)</p> | 4/9/20   |                   |
|  | <p>Approach to supporting wellbeing, mental health and resilience, including bereavement support is in place.</p> | <p><i>What support will be given to children who may have bereavement?</i></p> <p><i>How can we support children on wellbeing?</i></p> <p><i>How will we know children have suffered from bereavement?</i></p> | <p>H</p> <p>H</p> | <p>Guidelines available to support this.</p> <p>Counselling available.</p> <p>Recovery curriculum to support children's needs.</p> <p>Survey results to help us plan what September will look like</p> <p>Shorter core subjects' lessons</p>  | <p>20/07/20 - 22/07/20</p> <p>20/07/20 –</p> <p>22/07/20</p> | <p>L</p> <p>L</p> |

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|  |  |   |                            | <p>Training for all staff on well-being and supporting children</p> <p>Initial meet and greet on Friday 4<sup>th</sup> by learning mentor of those who are anxious</p> <p>New focus on values for school for this year.</p> <p>Training for staff on mindfulness PDM</p> | <p>4/9/20</p> <p>4/9/20</p> <p>8/9/20</p> | L                 |
|  | Impact of tier 4 and remote learning as school closure announced on 30/12/2020   |   |                            | Support given to identified pupils Well-being champion to deliver training to staff for own well-being and pupils in Spring term   | <p>5/1/21</p> <p>30/3/21</p>              |                   |
|  | <p>Consideration of the impact of COVID19 on families and whether any additional support may be required:</p> <ul style="list-style-type: none"> <li>Financial</li> <li>Increased FSM eligibility</li> <li>Referrals to social care and other support</li> <li>PPG/ vulnerable groups</li> </ul> | <p><i>Children who get FSM and coming into school for two days, do they receive FSM vouchers?</i></p> <p><i>Resources at home to do certain lessons may not be available</i></p> <p><i>Are vouchers continuing?</i></p> | <p>M</p> <p>M</p> <p>M</p> | <p>FSM vouchers will continue to go out over summer.</p> <p>Art packs and glue sticks given out to every child – grant money from Tesco's.</p>   | <p>02/06/20</p>                           | <p>L</p> <p>L</p> |

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|   |  |  |                   | <p>Parents, pupil survey given out</p> <p>Newsletters will share criteria for free school meals</p> <p>Compiling new vulnerable lists for across the school for all existing groups and COVID-19 groups</p>   | <p>23/03/20</p> <p>21/7/20</p>       | <p>L</p>          |
| <p><b>Remote Education Contingency Plan</b></p> | <p>All students have access to technology and remote learning offer is available to be switched on as a contingency when needed.</p> | <p><i>Bubble needs to self-isolate because of a positive case of COVID19.</i></p> <p><i>Pupils in quarantine after a holiday</i></p> <p><i>Will staff understand what is required of them?</i></p> | <p>M</p> <p>M</p> | <p><i>Remote learning contingency available and ready to be 'switched-on' when needed providing full curriculum.</i></p> <p><i>Oak academy and some online learning will be provided for isolation waiting test or quarantine.</i></p> <p><i>Technology requested when needed for pupils without internet. Guidance changed request extra technology when 15 children isolating. Remote learning policy written and staff</i></p> | <p><i>Ongoing</i></p> <p>5/11/20</p> | <p>L</p> <p>L</p> |



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|  |   |  |  | <p><i>consulted, so that responsibilities are clear should remote learning be needed.</i></p> <p><i>Contingency plan written and shared with parents.</i></p> <p><i>Webinars held with parents to explain the different remote learning</i></p> <p><i>Teacher training delivered on 3/11/20</i></p> <p><i>TA and MDA training will be delivered when needed – when a bubble goes down.</i></p> <p><i>Training given in Dec Inset ½ day for teachers to prepare for remote learning and getting classroom ready</i></p> <p><i>Telephone calls to contact those identified in survey who need internet and devices. £1250 given by trustees to support this.</i></p> | <p><i>28/9/20</i></p> <p><i>22/10/20</i></p> |  |
|  | <p>Impact of tier 4 and remote learning as school closure announced on 30/12/2020</p> |  |  |  |  |  |

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|  | Contingency plan for remote learning developed should self-isolation or restricted attendance be required.  |   |          | <i>Contingency plan in place, shared with parents and on website.</i>   | <i>5/1/21</i>   |                 |
|  | Technology support in place. DFE laptop allocation ordered.   |   |          | <i>Order sent 18/12, received 15 laptops 11/1/21<br/>IT technician will work on when next in, all school ipads have been loaned<br/>Purchase of 3 modems and cards<br/>Additional iPads ordered X 3<br/><br/>Chrome notebooks received from ECC for non PP pupils and distributed</i> | <i>12/1/21</i>  |                 |
|  | Critical worker families communicated with regarding the need to keep children at home as much as possible. |   |          | <i>Initial notice on website 1/1/21<br/>Letter sent 3/1/21<br/>Contact on 4/5 January</i>   |                 | <i>05/01/21</i> |
|  | Online/ website support for families and young people around transition.                                    | <i>How is there going to be a fluid transition from Year 6 to Year 7?</i> | <i>L</i> | Year 6 teacher to liaise with Year 7 teachers – Zoom/ Teams meeting.  | <i>01/07/20</i> | <i>L</i>        |

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| <p><b>Transition into new year group</b></p> <p><i>What will need to be different this year because of COVID19?</i></p> | <p><i>What support can be given to classes?</i></p>   | L | <p>Lessons on change</p>  | <p>01/07/20</p>                       | L |
|   | <p><i>How can transitions work within school e.g., Year 2 to 3</i></p>  | L | <p>Leaflets given to parents regarding transition and changes within the school (R, Y2)</p> <p>Class pages will have notes from new teacher</p> <p>Zoom meetings provided to meet new teachers</p> <p>Y2,3,4 transition bubble morning provided</p> <p>Anxious pupils and those who have not been back in school, since March invited in to tour the school on 4/9/20</p> | <p>June –July 2020</p> <p>Sept 20</p> | L |
|   | <p><i>Will meet the teacher events happen and if so how, in September</i></p> <p><i>How will parents consultation happen?</i></p> |   | <p>Meet the teacher events by power point on seesaw with voice over so parents can see and hear the teacher</p> <p>Ten-minute meetings by phone with parents instead of in person.</p>  |                                       |   |

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|                     | <p>Plan for transitions between school years taking into account what needs to be different due to partial opening, remote and face to face:</p> <ul style="list-style-type: none"> <li>• EY to Primary</li> <li>• Primary to Secondary</li> <li>• Vulnerable children</li> <li>• Children with SEND</li> <li>• Physical and sensory needs, including adaptations, equipment etc (lead in times)</li> <li>• Post 16</li> <li>• School Leavers</li> </ul> | <p><i>How do we prepare children with SEND needs?</i></p> <p><i>How is there going to be a fluid transition from Year 6 to Year 7?</i></p> <p><i>Will teachers go up with class?</i></p> <p><i>How will we show potential parents for 21/22 around the school safely?</i></p> | <p>M</p> <p>L</p> <p>L</p> | <p>Social stories<br/>Pictures to be shared of new classes</p> <p>Year 6 teacher to liaise with Year 7 teachers – Zoom/ Teams meeting.</p> <p>An adult from each class will go up with the class – except Y4<br/>Session dedicated to see their teacher for the last time and zoom next teacher</p> <p>Notes on class page for pupils from new teacher.</p> <p>Designated handover time for teachers including pupil and parent survey notes about returning to school.</p> <p>No parents on site.<br/>Video made and shared on website.</p> | <p>02/06/20</p> <p>16/10/20</p> | <p>L</p> <p>L</p> |
| <b>Safeguarding</b> | Consideration has been given to identifying pupils who should be   |   |                            |  | 01/06/20                        | L                 |

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| Impact of tier 4 and school closure announced 30/12/20 | prioritised for onsite provision due to their vulnerabilities. Refer to DFE guidance for definition of vulnerable.                    | <i>Re-opening arrangements not reflected in risk assessment.</i>   | M | <i>Review risk assessments for children to ensure they reflect any changes due to reopening</i>                   | 21/7/20  | L |
|  |   | <i>CYP previously deemed to be safer at home and family are anxious about returning to school.</i>       | M | <i>Review the CYP's risk assessment to identify any support or arrangements needed for their return to school</i> |          | L |
|  |   |  |   | <i>Identify vulnerable groups from COVID - bereavement, isolation, well-being, lack of learning etc</i>           | 10/09/20 |   |
|  | Appropriate risk assessments have been undertaken to ensure welfare checks are taking place in accordance with the CYP response plan. | <i>CYP not eligible to be on-site are learning from home, including clinically extremely vulnerable.</i> | M | <i>Every child and parent/ carer receives a regular welfare check (at least weekly).</i>                          | L        |   |
|  | Staff are prepared for supporting wellbeing of pupils and receiving any potential disclosures.  | <i>Re-opening of school could cause an increase of concerns regarding well being</i>                     | H | <i>Staff refresher training session on processes and procedures and the revised wellbeing material.</i>           | 01/06/20 | L |

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|  |  | <i>Are staff up to date with policy?</i>  | <i>M</i>                        | <p><i>Confirm with all staff who DSL and deputies are and what to do if not available.</i></p> <p><i>DFE training on well-being, loss and recovery curriculum given 9/7/20 and refresher to all staff 3/9/20</i></p> <p><i>KCSIE 2020 training given 3/9/20</i></p> <p><i>Governors training 16/9 KCSIE part 1 and 2</i></p> <p><i>New vulnerable list to be compiled by end of September of COVID – 19 impact</i></p> | <p><i>1/6/20</i></p> <p><i>3/9/20</i></p> <p><i>16/9/20</i></p> <p><i>1/10/20</i></p> |          |
|  | Updated Child Protection Policy in place. (January 2021) | <p><i>Meeting the needs of children and ensure procedures are in place to keep children safe</i></p> <p><i>Is latest guidance being followed?</i></p> | <p><i>H</i></p> <p><i>H</i></p> | <p><i>Adopted Addendum COVID19 Child Protection Policy</i></p> <p><i>Updated from latest guidance and shared with staff (new guidance 22/5/20)</i></p> <p><i>KCSIE 20 shared with staff and level 2 refresher</i></p>  | <p><i>Ongoing</i></p> <p><i>3/9/20</i></p>  | <i>L</i> |

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|  |   |  |   | KCSIE 20 EU exit shared with governors and relevant staff  | 27/1/21  |   |
|  |   |  |   | TMAT child protection policy in place 8/1/21   |          |   |
|  | Where appropriate, work with other agencies, such as social care, has been undertaken to support vulnerable CYP and families to complete risk assessments and planning. | <i>Continue to work with agencies for vulnerable families</i>                                    | H | Ensure regular fortnightly meetings go ahead and tracking vulnerable families closely            | 20/05/20 | L |
|  |   | <i>How will advice be shared?</i>  | H | Andrew Hall briefings shared and other information from other agencies                           | 1/6/20   | L |
|  |   |  |   | Working with social care agencies as required via conference calls only                          |          |   |
|  | Where physical contact is required in the context of managing behaviour, ensure appropriate hygiene measures are in place to mitigate any risk of transmission.         | <i>Have risks assessments been put in place for and children who may display this behaviour?</i> | H | <i>Review individual consistent management plans to ensure they include protective measures.</i> | 02/06/20 | L |
|  |   | <i>Does the behaviour policy need updating?</i>  | M | <i>Addendum to behaviour policy in place and shared with parents and staff at inset.</i>         | 02/06/20 | L |
|  |   |  |   | <i>SL to check staff are happy to support if</i>   | 02/06/20 | L |

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|  |   |  |                                 | <i>positive handling is needed</i>  |  |                                 |
|  | Behaviour puts other members in danger including spitting                                   | <p><i>What are the steps if a child spits at a member of staff?</i></p> <p><i>Do we have any children who regularly spit?</i></p>  | <i>H</i>                        | <p>Discussions with any children's parents we are concerned regarding this.</p> <p>Social stories to go in place.</p> <p>Sanctions set out in behaviour policy addendum.</p>  | <p><i>02/06/20</i></p> <p><i>2/6/20</i></p>  | <p><i>L</i></p> <p><i>L</i></p> |
| <b>Curriculum / learning environment</b> | Current learning plans, revised expectations and required adjustments have been considered. | <p><i>Would we continue teaching the curriculum? How would this change to meet children's needs?</i></p> <p><i>How will online learning be given as well as teaching in the classroom? Is teacher's well-being being maintained?</i></p> | <p><i>L</i></p> <p><i>M</i></p> | <p>Revised curriculum to consider health and wellbeing as well as outdoor learning. Recovery curriculum plan in place to identify gaps and issues, reviewed October and new plan from then.</p> <p>Use of Oak academy and BBC bite size</p> <p>Homework will be online only, with use of current apps and topic work set which can be shared with teachers through Seesaw</p> | <p><i>02/06/20</i></p> <p><i>1/10/20</i></p> | <i>M</i>                        |



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|  |   |  |          | New timetables compiled and planning for return to school in place  |   |          |
|  | <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"> <li>• PE</li> <li>• Practical science lessons</li> <li>• DT/ FT</li> </ul> | <p><i>Will resources be used in lessons?</i></p> <p><i>Will planning focus on risks that could occur when social distancing could be compromised?</i></p> <p><i>What can we teach?</i></p> | <i>H</i> | <p>Lessons will be planned to use minimal sharing of resources during PE, Science and DT sessions</p> <p>Classes will focus on one PE element for a half term so resources do not need to be shared as much, no indoor PE.</p> <p>Resources to be cleaned before passing to another bubble</p> <p>Focus will be on PSHE, well-being and core subjects along with transition for first 3-4 weeks</p> <p>Whole school topic – superheroes as they come back to support children and their learning as well as keeping the class together academically.</p> <p>New rules on PE shared with staff</p> | <p><i>Ongoing</i></p> <p><i>19/05/20</i></p> <p><i>16/6/20</i></p> <p><i>5/3/21</i></p> | <i>L</i> |

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|  | <p>Whole school approach to adapting curriculum (S/M/L term), including:</p> <ul style="list-style-type: none"> <li>• Wellbeing curriculum</li> <li>• recognising 'non-curriculum' learning that is being done at home</li> <li>• capturing pupil achievements/ outcomes</li> <li>• utilising the DFE 'catch-up' funding and programmes</li> <li>• contingency remote learning plan</li> </ul> <p>Impact of tier 4 and remote learning as school closure announced on 30/12/2020</p> | <p><i>How will staff get the support needed to develop a recovery and well-being curriculum?</i></p> <p><i>How will we plan for a recovery curriculum?</i></p> | <p>L</p> | <p><i>HT and SL will develop a recovery curriculum for first 4 weeks based on super heroes. Teachers plan content, then all staff will feedback, to plan the full recovery plan</i></p> <p><i>Training from DFE for all staff on supporting pupils well-being</i></p> <p><i>INSET training to teachers on assessment and adapted timetables to deal with lack of concentration in pupils</i></p> <p><i>Celebration of life skills achievements during lockdown first week back and more green cards given out</i></p> <p><i>Full curriculum being taught by remote learning, including virtual lessons</i></p> <p><i>Further training for TA's</i></p> <p><i>4 sessions planned week 18<sup>th</sup></i></p> | <p><i>01/06/20</i></p> <p><i>9/7/20, 3/9/20</i></p> | <p>L</p> |
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|   |  |          |  | <i>Recovery curriculum training revisited for all staff to highlight the social/emotional and academic needs of the pupils</i> | <i>5/3/21</i>   |                       |
| Student behaviour policy reviewed and amended where necessary to reflect the current circumstances. | <p><i>Children and parents unaware of changes to behaviour policy, how will they know of changes?</i></p> <p><i>How will we use behaviour policy to control social distancing, spitting etc?</i></p> | <i>H</i> | <p><i>Behaviour policy amended by adding Essex addendum – when given. Children are shown rules and sanctions during first week in school</i></p> <p><i>Uploaded to School website</i></p> <p><i>Parents of pupils who spit will meet to discuss policy</i></p> | <p><i>Ongoing</i></p> <p><i>Ongoing</i></p> <p><i>Ongoing</i></p>  | <p><i>L</i></p> <p><i>L</i></p> <p><i>L</i></p> <p><i>L</i></p> | <p><i>12/6/20</i></p> |
| Learning walks and monitoring   | <i>How will this happen in a safe way?</i>   | <i>H</i> | <i>Staff will maintain 2m distance if possible and wash hands before and after entering a bubble. Learning walks will stop if a bubble is sent home to isolate and the situation will be reviewed.</i>   | <i>25/9/20</i>   | <i>L</i>  |                       |

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|               |  |  |   | <i>Staff will only watch from door way when covering for short breaks / lunch or monitoring</i>  |                        |            |
|               | Arrangements for teaching pupils how to keep themselves safe online are in place.                      |  |   | <i>Online safety to be taught by end of w/c 18/1 to all classes DSL and online led to attend training 26<sup>th</sup> Jan</i>  | 26/1/21                |            |
|               | Catch up Funding<br><br>Impact of tier 4 and remote learning as school closure announced on 30/12/2020 | <i>How will this be safe for staff to deliver to groups, 1:1 and cross bubbles</i>   | H | <i>Limit the cross-bubble contamination. Keep tutors with same bubbles, consider linking PPA cover teachers to same class for tutoring<br/><br/>Tutoring / catch-up will take place by zoom</i>                | 25/9/20                | L          |
| CYP with SEND | Approach to provision of the elements of the EHCP including health/therapies.                          | <i>EHCP children don't attend school and provision provided doesn't meet their needs<br/><br/>Have reasonable endeavours been planned?</i> | H | <i>EHCP children in school – provision adapted and meets needs.<br/><br/>Risk assessments made for EHCP children and in consultation with parents<br/><br/>Emergency evacuation plans reviewed and adapted</i> | Ongoing<br><br>Ongoing | L<br><br>L |

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|  | Impact of tier 4 and remote learning as school closure announced on 30/12/2020 |   |                                 | <p><i>Senco has worked with parents to complete reasonable endeavours for all pupils with EHCP so that the provision identified on annual reviews is provided as well as it can be.</i></p> <p><i>EHCP pupils will be asked to come into school</i></p> |                           |          |
|  | Annual review meetings and termly reviews                                      | <i>Annual reviews and meetings don't take place</i>   | <i>H</i>                        | <p><i>Annual review takes place with parents and is regularly reviewed via Zoom.</i></p> <p><i>Provision for EHCP is well planned and matches their needs</i></p>   | <i>Ongoing</i>            | <i>L</i> |
|  | Requests for assessment.   | <p><i>Are all pupils getting the support they need?</i></p> <p><i>Are barriers to learning reduced?</i></p> | <p><i>H</i></p> <p><i>H</i></p> | <p><i>Pupils and staff get the support they need to ensure provision meets the needs for all pupils. Meetings via zoom with external support.</i></p>   | <i>June and July 2020</i> | <i>L</i> |
|  | Transition arrangements for EHCP pupils in place                               | <p><i>No transition arrangements in place for pupil</i></p> <p><i>Are pupils still safe?</i></p>            | <p><i>H</i></p> <p><i>H</i></p> | <p><i>Good transition arrangements made for any pupil leaving the school and moving up to new classes.</i></p>  | <i>June and July 2020</i> | <i>L</i> |

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|  | Transition arrangements for SEND pupils in place  | <i>No transition arrangements in place for pupil<br/><br/>Are pupils still safe?</i>      | <i>H<br/><br/>H</i> | <i>Good transition arrangements made for pupils leaving the school and moving up to new classes.</i>  | <i>May 2020<br/>Review July 2020</i>   | <i>L</i>                                  |
|  | One plans for SEND children   | <i>One plans not reviewed termly.<br/><br/>Children and parents do not feel supported</i> | <i>H<br/><br/>H</i> | <i>One plans reviewed termly with parents and sent electronically to parents via zoom<br/><br/>Phone calls available to support parents with targets<br/><br/>Teachers to give additional support activities to help children meet their needs, that can be home learning<br/><br/>Teacher plans support including home-learning.<br/><br/>Review of plans will take place but be adapted for remote learning now</i> | <i>20/6/20<br/><br/>Ongoing<br/><br/>Ongoing<br/><br/>Ongoing<br/><br/>12/2/21</i> | <i>L<br/><br/>L<br/><br/>L<br/><br/>L</i> |
|  | Consider any CYP who may need additional support whilst learning at home and consult with the |   |                     | <i>Additional phone calls in place where needed for pupils with SEN,</i>  |  |   |

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|                   | family and other agencies involved.   |  |                                 | <i>EAL. Weekly check ins with young carers.</i>  |   |          |
| <b>Attendance</b> | <p>Approach to supporting attendance for all pupils determined, including those who may be anxious.</p> <p>Impact of tier 4 and remote learning as school closure announced on 30/12/2020</p> | <p><i>Parents are not aware of the plan for full opening with compulsory attendance. Parents are not aware of measures in place to keep children and staff safe.</i></p> <p><i>Parents are not aware of latest guidance on Coronavirus</i></p> | <p><i>M</i></p> <p><i>H</i></p> | <p><i>Regular contact with parents to reassure parents we are taking to correct procedure to keep children safe.</i></p> <p><i>Coronavirus page updated regularly</i></p> <p><i>Parents without internet are telephoned</i></p> <p><i>Attendance officer will contact parents first week back to provide support - home visits will not be made unless no other alternative can be used and then only to the door step.</i></p> <p><i>Newsletter issued first week will outline regulations regarding attendance.</i></p> <p><i>Pupils who do not attend zoom registration will be rung immediately; parents</i></p> | <p><i>30/6/20</i></p> <p><i>10/9/20</i></p> | <i>L</i> |

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|  |  |  |          | <i>reminded of duty to educate</i>  |  |                                 |
|  | Approach to support for parents where rates of persistent absence were high before closure.      | <p><i>Parents continue to not engage in home learning or attendance of school</i></p> <p><i>How will we know what changes have happened?</i></p> | <i>M</i> | <p><i>Attendance officer is aware, will monitor daily and contact as needed</i></p> <p><i>Attendance and HT to attend virtual meeting by Essex west attendance team</i></p>   | <p><i>Ongoing</i></p> <p><i>7/9/20</i></p>   | <i>L</i>                        |
|  | Tracking of all pupils on home learning or attending school                                      | <p><i>Pupils are not in school or doing home learning</i></p>  | <i>M</i> | <p><i>Registers of attendance taken in school</i></p> <p><i>Telephone calls of pupils not accessing home learning if not in school</i></p> <p><i>Vulnerable pupil list updated.</i></p> <p><i>First day calling in place from September by attendance officer building relationships with parents as needed</i></p> | <p><i>Ongoing</i></p> <p><i>1st June</i></p> <p><i>13/05/20</i></p> <p><i>5/1/21</i></p> | <p><i>L</i></p> <p><i>L</i></p> |
|  | Impact of tier 4 and remote learning as school closure announced on 30/12/2020 – remote learning |  |          | <p><i>All pupils should be engaged in remote learning or in school, those not attending zoom will be rung.</i></p>  |  |                                 |
|  | Children and young people eligible to attend onsite have   |  |          | <p><i>All identified and offered places</i></p>   |  |                                 |



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|                      | been identified and supported to attend where appropriate.   |  |          |  |                 |          |
|                      | Ensure first day contact is operating for those children eligible to attend.   |  |          | <i>In place</i>  |                 |          |
|                      | Critical worker families communicated with regarding the need to keep children at home as much as possible.                |  |          | <i>Less families in than in June</i>   |                 |          |
| <b>Communication</b> | Information shared with staff around the full opening including amendments to usual working patterns/practices and groups. |  | <i>M</i> | <i>Staff meetings and provisional plans shared with staff</i>  | <i>22/05/20</i> |          |
|                      |  | <i>Staff are unaware of practise when we are re-opening of school</i>                        | <i>M</i> | <i>3<sup>rd</sup> Sept to share final plan for re-introducing children back to school.</i>                   | <i>29/05/20</i> |          |
|                      |  | <i>Staff are concerned for their own safety and wellbeing as well as the children</i>        |          | <i>Staff survey taken</i>  | <i>Ongoing</i>  | <i>L</i> |
|                      |  | <i>Staff are not consulted of any changes that can affect their role and working pattern</i> | <i>M</i> | <i>Regular check up on staff via email and phone calls including Vulnerable staff contacted weekly by HT</i> |                 | <i>L</i> |
|                      | Impact of tier 4 and remote learning as school closure announced on 30/12/2020   |  |          | <i>Reviewed plans to be shared with staff and union reps (none in school)</i>                                |                 | <i>M</i> |
|                      |  |  |          | <i>Zoom meeting with teachers 5/1/21 and</i>   | <i>5/1/21</i>   |          |

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|  |   |   |          | <i>details sent to all staff along with this RA</i>  |                           |          |
|  | Union representatives informed of full opening plans<br>Risk Assessment published on website. |   |          | <i>V9 on website, this version also on website<br/>14/1/21<br/>V12 on website</i>                                    | <i>14/1/21<br/>5/3/21</i> |          |
|  | Re-opening plans shared with governors.   |   | <i>H</i> | <i>RA to be shared with COG before August</i>  | <i>1/9/20</i>             |          |
|  |   |   | <i>H</i> | <i>Extraordinary meeting in place 15/7/20 and end of August</i>  | <i>Ongoing</i>            |          |
|  |   | <i>Governors are not aware of the reopening plans</i> |          | <i>Reviewed plans to be shared with governors<br/>Trustees COVID committee look at recovery curriculum and plans</i> | <i>Ongoing</i>            | <i>L</i> |
|  |   | <i>Trustees are not aware of reopening plans</i>      |          | <i>Monitoring to be based on recovery curriculum and the current needs of the school</i>                             | <i>Ongoing</i>            | <i>M</i> |
|  | Impact of tier 4 and remote learning as school closure announced on 30/12/2020                |   |          | <i>V9 RA to be shared with governors and trustees.<br/>Meeting 4/1/21 with COG.<br/><br/>V12 shared 5/3/21</i>       | <i>16/9/20</i>            | <i>M</i> |

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|  | <p>Communications with parents on the:</p> <ul style="list-style-type: none"> <li>• current arrangements for education and welfare checks/ safeguarding arrangements</li> <li>• Social distancing plan</li> <li>• Wellbeing/ pastoral support/ support and acknowledgement to parents of home learning</li> <li>• Attendance</li> <li>• Uniform</li> <li>• Transport</li> <li>• Behaviour</li> <li>• Test and trace</li> <li>• Staggered start and end times</li> </ul> <p>Expectations when in school and at home</p> | <p><i>Parents are not aware of the reopening plans</i></p> <p><i>Parents and children are unable to maintain social distancing</i></p> <p><i>No support for home learning</i></p> <p><i>No support of the wellbeing of children and parents</i></p> | <p><i>H</i></p> <p><i>H</i></p> <p><i>H</i></p> <p><i>H</i></p> | <p><i>Further surveys to get parent, pupil and staff views in January 21</i></p> <p><i>Regular information regarding wellbeing information sent to parents</i></p> <p><i>Vulnerable children not returning to school contacted regularly and in September building support relationships with attendance officer</i></p> <p><i>Parent survey regarding the support their children will need has identified anxious pupils who will be contacted on 4/9/20 and shown around site</i></p> <p><i>Tour for anxious children on 4/9</i></p> <p><i>Letter to parents 3/1/21 further information 5/1/2. Telephone calls to vulnerable parents and to establish technical help with those families who need support.</i></p> | <p><i>20/1/21</i></p> <p><i>Jan 21</i></p> <p><i>Ongoing</i></p> <p><i>7/9/20</i></p> <p><i>6/1/21</i></p> | <p><i>L</i></p> <p><i>L</i></p> <p><i>L</i></p> <p><i>L</i></p> |
|--|--|---|---|--|--|---|

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|  | <p>Pupil communications around:</p> <ul style="list-style-type: none"> <li>• Current arrangements for education and welfare checks/safeguarding arrangements</li> <li>• Changes to timetable</li> <li>• Social distancing arrangements</li> <li>• Staggered start times</li> <li>• Expectations when in school and at home</li> <li>• Travelling to and from school safely</li> </ul> <p>Impact of tier 4 and remote learning as school closure announced on 30/12/2020</p> | <p><i>Pupils are anxious and do not know what is happening</i></p> <p><i>Social distancing isn't maintained.</i></p> <p><i>Daily routine changed</i></p>                       | <p>H</p> <p>H</p> <p>H</p> | <p><i>Recovery curriculum includes new class and school rules on social distancing and hygiene</i></p> <p><i>Visual timetables and social stories to support children's well being</i></p> <p><i>Parents asked to share final plan with children</i></p> <p><i>Visuals and prompts around the school</i></p> <p><i>Visits for anxious pupils on 4/9/20</i></p> <p><i>6/1/21 remind pupils of 2m and sit away from front row of desks</i></p> | <p><i>Ongoing</i></p> <p><i>21/7/20</i></p> <p><i>4/9/20</i></p> <p><i>6/1/21</i></p> | <p>L</p>          |
|  | <p>On-going regular communication plans determined to ensure parents are kept well-informed</p>   | <p><i>Parents are not informed what is going on</i></p> <p><i>Parents misinterpret plans and communication breaks down</i></p> <p><i>Parents feel anxious and stressed</i></p> | <p>H</p> <p>H</p> <p>H</p> | <p><i>Letters, website updates with dedicated CV area for parents, social media</i></p> <p><i>Office email maintained daily to answer parents' questions and concerns</i></p> <p><i>Newsletters sent to parents, staff and governors regularly</i></p> <p><i>Class page will display transition information and meet the teacher info.</i></p>   | <p><i>June 20</i></p>   | <p>L</p> <p>L</p> |

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| <b>Governors/<br/>Governance</b> | Meetings and decisions that need to be taken prioritised.                        |   | M | <i>Virtual governing body meetings</i>                                 | <i>Ongoing</i> |   |
|                                  |  | <i>Will governors and trustees be able to meet in a safe way to support school?</i> | M | <i>Trustee meetings and COVID committee</i>                            |                | L |
|                                  |  |   | M |  |                | L |
|                                  | Governors have oversight of full opening plans and risk assessments.             | <i>COG clear on role and support of Headteacher.</i>                                | M | <i>Risk assessment meeting planned – NGA guidance shared</i>           | <i>Sep 20</i>  | L |
|                                  | Approach to communication between Leaders and governors is clear and understood. | <i>Clarity needed on role in looking at risk assessment</i>                         | M | <i>Procedures in place to ensure communications doesn't break down</i> | <i>Ongoing</i> | L |
|                                  |  | <i>Communication is not timely enough to allow decisions to be made swiftly</i>     | H | <i>Monitoring to be based on recovery curriculum</i>                   | <i>16/9/20</i> |   |

|                                       |  |  |                          |  |                                     |                          |
|---------------------------------------|--|--|--------------------------|--|-------------------------------------|--------------------------|
|                                       | Impact of tier 4 and remote learning as school closure announced on 30/12/2020   |  |                          | <i>and the current needs of the school</i><br><br><i>Monitoring by zoom only January 2021</i>  |                                     |                          |
|                                       | Certain aspects of governance are on-hold in order to deal with the immediate situation, these are agreed and clear with all governors and there is a plan for when these will be reviewed and potentially reinstated. | <i>CIF bid delayed due to COVID19</i><br><br><i>Full Meeting agendas take place are priority actions have not been given enough time</i> | <i>L</i><br><br><i>H</i> | <i>LA questions for governors sent to COG for RA document</i><br><i>RA sent to COG and CEO by end of July</i><br><i>Trustee meeting end of August</i>                        | <i>July 21</i><br><br><i>Sep 20</i> | <i>L</i><br><br><i>L</i> |
|                                       | Governors have oversight of all staff wellbeing and appropriate arrangements in place to support Headteacher and SLT. <i>Refer to Headteacher wellbeing materials.</i>   |  |                          |  |                                     |                          |
| <b>School events, including trips</b> | 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.  | <i>Calendar cleared until Sept</i><br><i>Kentwell and PGL trips ongoing,</i>   | <i>M</i>                 | <i>Kentwell booking moved forward</i><br><br><i>PGL moved to June 21, refund parents if necessary.</i><br><br><i>Parent consultations and meet the teacher to be virtual</i> | <i>July 21</i><br><br><i>Sep 20</i> | <i>L</i><br><br><i>L</i> |

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|  |  |  |  | <p><i>Panto visiting a theatre to be cancelled</i></p> <p><i>Safe panto arranged in school, 2 bubbles at a time with 2 m distance between them at all times.</i></p> <p><i>Christmas events to be looked at in October</i></p> <p><i>Clubs will continue, if teachers and outside providers are willing to do so, a club will be assigned a class bubble and only run for that bubble. Pupils will vote for the club they want</i></p> <p><i>RA of pool considered, changing at school to be bathe ready, changing back in pool changing rooms</i></p> <p><i>Coach RA to be followed both RA shared with parents</i></p> <p><i>DHT to attend with teacher</i></p> <p><i>Swimming lessons will stop as swimming pools will close. It will continue when</i></p> | <p><i>Oct 20</i></p> <p><i>18/9/20</i></p> <p><i>6/11/20</i></p> | <p><i>L</i></p> |
|  |  | <p><i>Swimming lessons should they take place, will it be safe?</i></p>                          |  |  |  |                 |
|  |  | <p><i>How does national lockdown from 5<sup>th</sup> November impact clubs and swimming?</i></p> |  |  |  |                 |

|                |  |   |          |   |   |          |
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|                | Impact of tier 4 and remote learning as school closure announced on 30/12/2020   | Can we provide a panto this year and how?                       |          | <p>reopened with our usual cycle Autumn Y4, spring Y5, summer Y3.</p> <p>Clubs which are not childcare or educational tuition will stop to reduce staff mixing in bubbles and outsiders from coming into school.</p> <p>Panto will come in as theatre is closed 2 bubbles at a time with 2 m between.</p> <p>Panto not coming now, will film performance and still watch in hall – 2 bubbles with 2 m gap</p> <p>Trips, <b>swimming</b> and clubs all suspended</p> | <p>5/11/20</p> <p>5/11/20</p> <p>13/11/20</p> |          |
| <b>Finance</b> | Additional costs incurred due to COVID19 are understood and clearly documented.  | <i>Overspend on the budget,</i>                                 | <i>M</i> | <i>SBM and OM are aware to recall all expenses</i>  | <i>01/06/20</i>                               | <i>L</i> |
|                | Claims submitted for reimbursement for example, increased premises related costs; additional cleaning; support for FSM | <i>Initial vouchers were bought by school and claiming back</i> | <i>M</i> | <i>Claim will be submitted for costs to date.</i>   | <i>On going</i>                               | <i>L</i> |



|  |  |  |          |   |                           |                |
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|  | Any loss of income understood, including the impact of lettings and the financial implications of possibly not restarting.                                 | <i>Loss of income needs to be factored in to current budget and potentially 2020/21 budget</i>                           | <i>H</i> | <i>Budget balances without lettings<br/>Communication with hirers regularly</i>   | <i>ongoing</i>            | <i>L</i>       |
|  | Insurance claims, including visits/trips booked previously.  | <i>Trip for PGL and one other trip already booked, will we lose money?</i>   | <i>H</i> | <i>Kentwell booking forward<br/>PGL to monitor refund parents if necessary.</i>   | <i>July 21<br/>Sep 20</i> | <i>L<br/>L</i> |
|  | Reintroduction or re-contracting services, such as: <ul style="list-style-type: none"> <li>• Cleaning</li> <li>• IT support</li> <li>• Catering</li> </ul> | <i>IT continuously remotely, paying for full service.</i>  | <i>L</i> | <i>IT technician to wash hands between each device.</i>   | <i>Ongoing</i>            | <i>L</i>       |
|  | Consideration given to any support that may be brokered through working together, for example, partnerships, trusts etc.                                   | <i>HEC HSLO contracts are suspended<br/>Councillor and drama teacher<br/>Music teachers?</i>                             | <i>L</i> | <i>Contract resumed June HSLO<br/>Counsellor has delivered remotely<br/>Drama teacher will resume in September with either drama in class or whole day sessions<br/>Music teachers will deliver 1:1</i> | <i>Sep 20</i>             | <i>L</i>       |
|  | Contract of supply teachers  | <i>One supply teacher in mid contract, contract honoured and being used for key workers – eventually reception class</i> | <i>L</i> | <i>We may not need supply teachers for September</i>  | <i>Sep 20</i>             | <i>L</i>       |

|                                      |  |  |          |  |                |          |
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|                                      |  | <i>Arrangements for summer term supply cancelled</i> | <i>L</i> |  |                |          |
| Dogs                                 | Pupils and parents encouraged to walk more; will this cause any problems   | Are dogs allowed on site?                            | <i>H</i> | <i>Decision that whilst we are encouraging parents to walk more and observe the one-way system, we will allow small dogs, at owner's risk, to carry them through KS1 to access the field gate.</i> | <i>14/9/20</i> | <i>L</i> |
| <b>Before and after school clubs</b> | Approach in place for before/after school clubs implements the necessary protective measures including restricted attendance |  |          | <i>Working with Chill out, no charge in place</i>  |                |          |
| <b>Testing</b>                       | Test kits are securely stored and distributed to staff   |  |          | <i>Stored in room not accessible by visitors. PPE worn by Jay who distributes these</i>  |                |          |